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A Survey of the Forms Used in the Organization and Administration of Off-Campus Student Teaching in Business Education in the Public High Schools of the United States

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A
SURVEY OF THE FORMS USED
IN THE
ORGANIZATION AND ADMINISTRATION
OF
OFF-CAMPUS STUDENT TEACHING
IN
BUSINESS EDUCATION
IN
THE PUBLIC HIGH SCHOOLS
OF
THE UNITED STATES

by
FREDRICK DONALD LUALLEN

A paper submitted in partial fulfillment of the requirements for the degree of Master of Science in Education at the

Eastern Illinois State College

Charleston, Illinois

1952

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CHAPTER I

THE PROBLEM

Introduction

The use of the off-campus method of teacher training has increased to a point where it is just as important or perhaps even more important than the "model" school.

The story of the development of off-campus laboratory experiences is difficult to trace. It is known that almost at the time of the establishment of the first normal school, the campus school, or "model" school appeared. The first off-campus facilities used are not recorded, but it can be surmised that the first teacher-education institution which enrolled more students than its campus school could care for as student teachers turned to the public schools in the town. It is recorded that in 1920 one-third of the normal schools in the country were using public schools for student teaching.¹

In many of the campus schools, which are affiliated with college or university schools of education, their main premise is to "emphasize demonstration and practice of the philosophy and educational procedures presently accepted by the school staff."² When this happens the student teacher is likely to

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1. E. L. Welborn, "Co-operation with Local Schools in Student Teaching," Educational Administration and Supervision, 6:445-470, November, 1920.
 2. Morton S. Malter, and Troy L. Stearns, Off-Campus Student Teaching, Edwards Brothers, Inc., Ann Arbor, Michigan, 1951, p. 18.

do nothing but listen to and repeat the ideas and methods as set forth by the supervising teacher. Some of these are undoubtedly very good, but the student teacher should be allowed to apply his own procedures and then be graded for his efforts on the basis of the class learning rather than how nearly he or she copies the supervising teacher.

The off-campus supervisor is not so likely to be affected by procedures, philosophies, etc. that are accepted by the college or university staff, because they are further removed from this influence. They will be more likely to let the student teachers try out their own methods of teaching under actual teaching conditions, thereby creating a laboratory for learning in which the student can do his own investigating, exploring, experimenting, discovering and proving. If the student is allowed to do this on his own, he has a more complete feeling of independence which gives him more initiative. He has a feeling of satisfaction to know that what he has done was of his own making and not the mere repetition of another person's ideas.

After all, educators are always looking for new and improved methods of teaching, so why not let the student teacher practice his own methods? Perhaps he can offer something of importance through his experimentations by the very fact that he is not merely repeating another's procedures, and therefore, has not yet gotten into a rut of teaching as too many good

teachers have. Perhaps the supervising teacher can even learn something from the student teacher!

Some advantages that are offered in off-campus versus campus laboratory experiences are as follows:

1. The present day large enrollments make it impossible for the training of all students on the campus. The cost that would be required to establish enough teaching facilities for student teachers would usually be prohibitive, even if there were room for such an undertaking.
2. The student teacher has the benefit of teaching in a system that is more likely to be similar to the one in which he will receive his first position.
3. A variety of physical working conditions, educational philosophies and operations can be obtained from the available contrasts and comparisons.
4. Both the college and the public schools can benefit by providing supervising teachers a real opportunity for exposure to new ideas brought by student teachers and college representatives working with the students. Also the college people can gain additional ideas about education and how to educate teachers.

Aims of Off-Campus Student Teaching

The following brief list of aims¹ indicates the purposes for which off-campus student teaching functions:

1. To instill in the student teacher the ability to learn various methods and procedures of teaching through observation of the supervising teacher.
2. To give the student the opportunity to put into practice such methods and procedures as he sees fit, under the direct or indirect guidance of the supervisor.
3. To allow the student to participate in any extra-curricular activities that he and the supervising teacher may agree to be beneficial in a particular community in which he might teach.

Purpose of the Survey

The purpose of this survey is to make a study of the organization and administration of off-campus student teaching by an analysis of the number and types of forms used.

Only about a third of the two hundred schools belonging to The National Association of Business Teacher-Training Institutions are used in this survey; therefore, strictly valid conclusions cannot be reached. It is hoped that the conclusions will indicate the trends in which the uses of certain forms are serving a real purpose in the training of off-campus student teachers.

1. Morton S. Malter, and Troy L. Stearns, Off-Campus Student Teaching, Edwards Brothers, Inc., Ann Arbor, Michigan, 1951, p. 22.

CHAPTER II

SURVEY OF OFF-CAMPUS STUDENT TEACHING

Method of Procedure Used in Making the Survey

The first step in making the survey was to acquire a list of schools that likely used off-campus facilities in carrying out their student-teaching program in whole or in part and to write for information and blank forms that they used in off-campus practice teaching. If they did not have a need for laboratory work off-campus, it was the desire of the writer to obtain that information also. The schools selected were not chosen in any definite order as to enrollment, geographic location, etc. However, the schools were quite well distributed throughout the United States.

The writer's next step was to write letters to these selected colleges and universities, of which there were seventy-two, and await their replies. A sample of this letter may be found on page 91. These schools were chosen from a list of colleges and universities belonging to the National Association of Business Teacher-Training Institutions. This list was in the book, Off-Campus Student Teaching, by Morton S. Malter and Troy L. Stearns. A representative list of the schools written to was kept, and as soon as a reply was received from a certain school it was checked off. Seventy-one schools were contacted with usable replies from

Table I

Names and Locations of Schools Participating
in
Off-Campus Student Teaching Survey

Names	Location
1. Akron, University of	Akron, Ohio
2. California, University of	Los Angeles, California
3. Cincinnati, University of	Cincinnati, Ohio
4. Colorado, University of	Boulder, Colorado
5. Columbia, University Teachers College	New York, New York
6. Connecticut, Teachers College of	New Britain, Connecticut
7. Connecticut, University of	Storrs, Connecticut
8. Denver, University of	Denver, Colorado
9. Florida, University of	Gainesville, Florida
10. George Peabody College for Teachers	Nashville, Tennessee
11. Grove City College	Grove City, Pennsylvania
12. Hunter College	New York, New York
13. Illinois State Normal University	Normal, Illinois
14. Illinois State College Eastern	Charleston, Illinois
15. Illinois State College, Western	Macomb, Illinois
16. Indiana State Teachers College	Terre Haute, Indiana
17. Indiana University	Bloomington, Indiana
18. Iowa State Teachers College	Cedar Fall, Iowa
19. Iowa, State University of	Iowa City, Iowa
20. Kansas State College	Hays, Kansas
21. Kansas State Teachers College	Emporia, Kansas
22. Madison State College	Harrisonburg, Virginia
23. Maryland State Teachers College	Salisbury, Maryland
24. Miami University	Oxford, Ohio
25. Michigan State Normal College	Upsilanti, Michigan
26. Michigan, University of	Ann Arbor, Michigan
27. Minnesota State Teachers	Bemidji, Minnesota
28. Minnesota, University of	Minneapolis, Minnesota
29. Missouri State Teachers College, Northeast	Kirkville, Missouri
30. Montana State College	Bozeman, Montana

(continued)

(continued)

Table I

Names and Location of Schools Participating
in
Off-Campus Student Teaching Survey

Names	Location
<hr/>	
31. New Jersey State Teachers College	Montclair, New Jersey
32. New Jersey State Teachers College	Patterson, New Jersey
33. New Jersey State Teachers College	Trenton, New Jersey
34. New Mexico Highlands, University	Las Vegas, New Mexico
35. New York State College for Teachers	Albany, New York
36. New York University	New York, New York
37. North Carolina, University of	Chapel Hill, North Carolina
38. North Carolina, University of, Women's College	Greensboro, North Carolina
39. Northwestern University	Evanston, Illinois
40. Ohio State University	Columbus, Ohio
41. Ohio University	Athens, Ohio
42. Pennsylvania State College	State College, Pennsylvania
43. Pennsylvania State Teachers College	Millersville, Pennsylvania
44. Pittsburgh, University of	Pittsburgh, Pennsylvania
45. Sacramento State College	Sacramento, California
46. San Jose State College	San Jose, California
47. South Dakota State Teachers College (Northern)	Aberdeen, South Dakota
48. Temple University	Philadelphia, Pennsylvania
49. Tennessee, University of	Knoxville, Tennessee
50. Texas State Teachers College, North	Denton, Texas
51. Trenton State Teachers College	Trenton, New Jersey
52. Virginia Polytechnic Institute	Blacksburg, Virginia
53. Virginia State Teachers College of	Farmville, Virginia
54. Winthrop College	Rock Hill, South Carolina
55. Wisconsin State Teachers College	EauClaire, Wisconsin
56. Wisconsin State Teachers College	Whitewater, Wisconsin
57. Wisconsin, University of	Madison, Wisconsin

fifty-seven, a very good response of 81 per cent. A list of the participating schools is given in Table I, Pages 6 and 7. After allowing sufficient time for the replies to be received, the actual task of writing the survey became paramount. The title sheet was prepared along with the introduction, aims of off-campus practice teaching, and the purpose of the study.

From here on, it was necessary to sort the different types of forms and to organize them into various tables to indicate the trends toward the usage of each. Table II on page 9 shows how the schools were classified relative to their importance to the survey. There were twenty-seven types of forms that needed specific explanations. These explanations are composed of three parts:

1. The purpose of the form.
2. The number of schools participating in the survey that were using the form.
3. The page on which an example of that particular form may be found.

Information concerning this part of the survey is found on pages 11 through 18 inclusive. Table III on page 10 illustrates the frequency of use for each form.

The last step taken in the survey was to determine what the survey seemed to indicate in respect to the forms that were used most frequently, and how they might be expected to play a part in off-campus student teaching in the future.

Table II

Number of Schools Replying to Survey
and Classified in this Study According to their Importance

Classification	Frequency
1. Schools offering off-campus student teaching in business education	38
2. Schools having off-campus student teaching, but not in business education . .	2
3. Schools having off-campus student teach- ing, but using no forms	9
4. Schools not offering off-campus student teaching	4
5. Schools who did not include sufficient materials to be of use	4

Table III

Forms Received from Fifty-Seven of Seventy-One
Selected Schools Belonging
to the
National Association of Business Teacher-Training Institution

Page No.	Names of Forms	Frequency
28	Final Rating Sheet for Placement Bureau	57
29	Progress Report	15
31	Suggestions for Student Teachers	15
33	Suggestions for Supervising Teachers	13
35	Pamphlet Issued to Student Teacher and Supervising Teacher	8
48	Program Schedule filed by Student Teacher with Placement Bureau	7
49	Student Teacher Work Report	7
52	Form Sent to Superintendent Requesting Admission of Student Teacher	4
53	Supervisors Report of Observations	4
54	Student Teacher Application for Off-Campus Assignment	3
58	Student Teacher Evaluation of Off-Campus Program	3
65	Self-Analysis Check Sheet	3
75	Criteria for Determining Final Marks in Student Teaching	3
76	Student Teacher Information Blank	3
77	Check Sheet for Pre-Teaching Visit to Off-Campus School	2
78	Student Teachers Individual Pupils Case Study	2
80	Form Letter to Prospective Supervising Teacher	1
81	Form Requesting Professional Experience and Preparation	1
82	Postal Cards for Report of Absences to the College	1
83	Principal and/or Department Head Evaluation	1
84	Check Sheet to State Department of Education	1
86	Coordinators Report Form of Student Teacher	1
87	Teaching Assignment Cards	1
88	Supervisor's Grade Report	1
89	Supervising Teacher's Credit Memorandum	1
90	Suggested Plan for Day's Work	1

Various Forms with Explanations

1. Final Rating Sheet for Placement Bureau

The rating sheet is the form that is sent into the Teacher Placement Bureau by the supervising teacher where it will be made available to anyone interested in hiring the student teacher. It contains such things as teaching skills, preparation of materials, disciplinary control, professional relationships, etc. The student teacher is graded on each of these items.

All of the schools surveyed makes use of a final rating sheet form, although they differ in many respects. On page 28 a sample of the final rating sheet may be found.

2. Progress Reports

The Progress Report is similar to the Final Rating Sheet except that it is filled out at mid-semester or mid-quarter. The purpose of this form is to show the progress being made by the student teacher. A grade may or may not be submitted. If a grade is submitted, however, it does not constitute the final grade of the course, but acts only as an indication of the student teacher's work up to that point. The final grade might be lower or higher depending on the student's work during the second part of the period.

There were only fifteen schools that used the Progress Report, or about twenty-six per cent. A sample form may be found on page 29.

3. Suggestions for Student Teachers

Fifteen of the schools issue to each of their student teachers a list of suggestions that are designed to help the student teacher to become more familiar with many of the aspects of teaching as well as to give them hints on how to adjust to their new situations. A form of this type may be found on page 31.

4. Suggestions for Supervising Teachers

Of the fifty-seven schools surveyed, thirteenth of them enclosed forms that are used for the purpose of offering to the supervising teacher such suggestions and information that the school considers helpful in the supervision of student teachers. A sample of this form may be found on page 33.

5. Pamphlet issued to Student Teacher and Supervising Teacher

From this pamphlet, which is issued by seven of the schools participating in the survey, both the student teacher and his supervisor can get an idea as to the off-campus program of practice teaching. Page 35 shows a very good example of this pamphlet.

6. Program Schedule Filed by Student Teacher With Placement Bureau

The Program Schedule is filled out by the student teacher showing the hours he is teaching, going to teach, assemblies or other activities, so that the placement

bureau knows where he is and what he is doing at all times. On page 48 one of the eight forms received in the survey may be found.

7. Student Teacher Work Report

The use of the Student Teacher Work Report is limited to seven of the participating schools. The purpose of this form is to give the student teacher a chance to determine at the end of each week just what experiences he has had during that period. The form may be of either the check list or the sentence variety. On page 49 is a fine example of the Work Report.

8. Form Sent to Superintendent Requesting Admission of Student Teacher.

Of the surveyed schools, there were four of them which use a form requesting the admission of a student teacher to use a particular school in which to teach such subjects as have been recommended for him. An example is found on page 52.

9. Supervisor's Report of Observations

This report is made out each time the student teacher is called upon to teach the class. The supervising teacher makes observation and from them offers suggestions to help the student teacher the next time he teaches. Only four schools have a form of this type. On page 53 a sample of this form may be found.

10. Student Teacher Application for Off-Campus Assignment

The student teacher fills out this form asking permission to teach off-campus. The form contains all the

data necessary to determine whether or not he is eligible to do his practice teaching. Only three schools submitted forms of this type. On page 54 an example of this application may be found.

11. Student Teacher Evaluation of Off-Campus Program

Only three of the schools had forms that permitted the student teachers to make an evaluation of their off-campus program. The students are allowed to make criticisms of the program, of the supervising teacher, and of the use of certain forms or any other criticism that they care to make. Any suggestions that the student teacher has to offer are also gladly received. For an example look on page 58.

12. Self-Analysis Check Sheet

The self-analysis is used in only three cases. The student teacher is allowed to make an evaluation of his own teaching procedure and can tell in which areas of teaching he is strong and in which areas he needs improvement. It is strictly a personal check sheet. He can, therefore, be very truthful in his observations because he knows that there is no penalty based upon his own evaluation. Page 65 illustrates a very good example of this form.

13. Criteria For Determining Final Marks In Student Teaching

This is a form sheet issued to each of the supervising teachers on which they are to base the final grade of the

student teacher. It explains the qualifications of the "A" student, "B" student, etc. For an example see page 75.

14. Student Teacher Information Blank

This blank form usually accompanies a letter to the superintendent of the school in which the student teacher is requesting permission to teach. It outlines the previous experiences, educational background, and many other points that may be essential to the supervisor considering the acceptance. A sample may be found on page 76.

15. Check Sheet for Pre-Teaching Visit to Off-Campus School

This check sheet is designed for the student to fill in the information that he gathers when he makes a visit to the school in which he is to do his practice teaching. Only two schools use this form. A sample of this form may be found on page 77.

16. Student Teacher's Individual Pupils Case Study

The form is issued to the student teacher to help him get an idea of how to go about making a case study of a certain pupil that he has in one of his classes. These forms are used in two schools and one is found on page 78.

17. Form Letter to the Prospective Supervising Teacher

Form letters of this type are used in only one case. It expresses an appreciation to the supervising teacher for accepting the student teacher and then gives a list

of the things that the supervisor should check on while the student teacher is under his guidance. Sample of this form is on page 80.

18. Form Requesting Professional Experience and Preparation

A form of this type is sent to the prospective supervising teacher. He is to indicate the preparation he has had in college and his professional experience. This is to give the coordinator of off-campus student teaching an idea of how well qualified the supervising teacher is in respect to the supervision of student teachers. One of the schools participating in the survey is using this form. On page 81 is a sample of this form.

19. Postal Cards for Report of Absences to the College

Each time a student teacher is absent from the school in which he is doing his student teaching, a form postal card is made out by him and sent to the college so that it has a record of absences and also where one can get in touch with him if necessary. Only one school uses the postal card. On page 82 is a sample.

20. Principal and/or Department Head Evaluation

Either the department head of the school in which a student is practice teaching or the principal or both are required to fill out this form and make a few comments about the abilities he has shown while they have casually observed him. Only one school uses this form. A sample may be found on page 83.

21. Check Sheet to State Department of Education

Only one school used a form of this type. It is a blank form on which each student teacher is given a rating (general) or Superior, Good, Average or Below Average, according to the qualities named on the check sheet. This blank is sent to the State Department of Education to be used in rating young teachers for certification in the State in which it is used. See page 84.

22. Coordinator's Report Form of Student Teacher

The coordinator of off-campus student teaching uses this form when he makes a visitation to observe one of the student teachers. Observation is made of student participation, discipline, use of blackboards, lesson planning, etc. Two of the surveyed schools are using this form. A sample may be found on page 86.

23. Teaching Assignment Cards

One school uses this form. It is given to the student teacher by his supervisor, with the subjects and the dates he is to teach them. This card must be signed by the coordinator of off-campus student teaching and returned to the supervising teacher. A sample of this form may be found on page 87.

24. Supervisor's Grade Report

This report is made out by the supervising teacher and turned into the college. It has room for several student's names and grades. No other comments are made on this form. This type of form is used by only one

school. An example is shown on page 88.

25. Supervising Teacher's Credit Memorandum

One school makes use of the Credit Memorandum. The purpose of the Credit Memorandum is to offer the supervising teachers of off-campus student teaching the right to attend summer classes at the college as their pay for supervising. An example is shown on page 89.

26. Suggested Plan for Day's Work

The student teacher is offered this form as a plan to follow when preparing to teach. One school uses this form. An example of this form may be found on page 90.

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Survey

This study represents a survey of the forms used by the universities and colleges of the United States in their organization and administration of off-campus student teaching in business education. The preceding chapters presented, first, the status of off-campus student teaching, then to discuss the aims and purposes of this study. Following this was the survey, including the tables used and the explanation of each of the forms and on what pages a sample could be found.

The survey was compiled in partial fulfillment of the Master of Science in Education at the Eastern Illinois State College, Charleston, Illinois, under the guidance of Dr. Earl S. Dickerson, Professor of Business Education and Coordinator of Off-Campus Student Teaching in the field of business education.

Conclusions

The survey is not intended to present highly valid conclusions, because it does not include nearly all of the colleges and universities in this country that are using off-campus student teaching; however, the writer did note certain trends and

arrived at the following general conclusions.

1. Schools who are offering off-campus student teaching in the field of business education number thirty-eight or about sixty-seven per cent, according to Table II on page 9. This would seem to indicate that most of the schools, because of the lack of facilities on their own campus are compelled to use laboratories off-campus. Some of the schools have not, as yet, been faced with this situation and are able to take care of all of their student teachers on campus.
2. About sixteen per cent of the schools who are using off-campus student teaching have not, for one reason or another, incorporated the use of forms. See Table II, page 9.
3. The following trends are indicated in Table III, page 10.
 - a. There does not seem to be very much consistency in the use of forms, with one exception. The Final Rating Sheet for the Placement Bureau is the only form that is used consistently by all of the schools replying to the survey. This is undoubtedly explained by the fact that all of the schools have to have some means of determining a final grade and rating for each of their

student teachers so that recommendation for teaching positions can be made by the various placement bureaus.

- b. The Progress Report and the Suggestions for Student Teachers are each used by fifteen schools. This is only about twenty-six per cent. Explanations of these two forms may be found on page 11 and 12 respectively.
- c. Suggestions to Supervising Teachers are used by thirteen schools. This is about twenty-three per cent of the total. This seems to indicate that the majority of the schools consider supervising teachers competent enough to handle the situation without help. Whether or not this is true is not the immediate concern or purpose of this survey.
- d. The use made of the Pamphlet Issued to Student Teachers and Supervising Teacher is not as outstanding as the previously discussed forms. Only about fourteen per cent of the schools are using them. In some cases, the Suggestions to Student Teachers and also the Suggestions to Supervising Teachers are included in this pamphlet. This would seem to be a very good practice since it incorporates several forms into one.

- e. In seven instances a Program Schedule is filed by the student teacher with the placement bureau. The Student Teacher Work Report is also used by seven of the schools. This is only twelve per cent of the replying schools, which shows much less consistency than might be expected.
- f. Seven per cent of the schools replying used the following two forms.
 - 1. Form Sent to Principal Requesting Admission of Student Teacher
 - 2. Supervisors Report of Observations

Other schools, besides these probably send letters for the admission of student teachers and perhaps made observations of each lesson, but these seven per cent were the only ones using forms specifically for this purpose.
- g. A little over five percent of the replying schools are using:
 - 1. Student Teacher Application for Off-Campus Assignment.
 - 2. Student Teacher Evaluation of Off-Campus Program.
 - 3. Self-Analysis Check Sheet.
 - 4. Criteria for Determining Final Marks in Student Teaching.
 - 5. Student Teacher's Information Blank

Very few of the schools seem to consider these forms of very much value. In no case are any of these schools using all five of the above mentioned forms. Therefore, each of the schools must consider some forms more important than others. One school may prefer one form and another school reject it completely.

h. About three and one-half per cent of the schools in this survey are using:

1. The Check Sheet for Pre-Teaching Visit to Off-Campus School.
2. Student Teacher's Individual Case Study.

Although these may be very good forms there does not seem to be much agreement as to their use.

1. Each of the remaining forms constitute only about one and one-half per cent of the total number of schools participating in the survey. It is possible that if some of these forms were made known to other schools they would be more widely used than they are at the present time.

Recommendations

From the study the writer has made of the forms that are used it is his opinion that some of them would improve the

entire off-campus program if put to use in more schools that offer their facilities for off-campus teaching purposes.

For example, each school might issue a pamphlet that included the purposes of its off-campus program and incorporate some of these forms in it. The Suggestions to Students and Supervisors and the Criteria for Determining Final Marks would make it possible for four forms or more to be combined into one.

Other forms that would be of great value are the Progress Reports, the Student Teacher Work Report, the Self-Analysis Check Sheet and the form which requests the Professional Experiences and Preparation of the Prospective Supervising Teacher. The Progress Report allows the student teacher to find out how he stands midway through the term, so that he may work on his deficiencies as seen by his supervisor. The Work Report would give the student teacher the opportunity to put into his own words the work that he has done and would also give the placement bureau an insight into the student teacher's attitudes. The Self-Analysis Check Sheet would permit the student teacher to check himself to see that he is accomplishing the things that constitute good teaching.

Possibly one of the most important forms would be the form that asks for the Professional Experience and Preparation of the Supervising Teacher. This would give the schools the satisfaction of knowing that they had acquired the best possible supervising teachers to train the off-campus students assigned to them.

Another form that would seem to have its place in any laboratory school is the Student Teacher's Evaluation of the Off-Campus program. The school would be able to receive some suggestions from the student teachers that might prove to be very useful.

This study was not intended to be a thorough insight into the evaluation of the organization and administration of off-campus student teaching by the forms and instructional materials, etc. issued, but rather an attempt to throw some light on the current procedures followed in this relatively uncoordinated area of education. As far as the writer was able to ascertain by careful research, no study of this kind has been attempted.

This study might be used as a basis for a master's thesis or as a reference for those primarily concerned with the problems of off-campus student teaching.

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APPENDIX

INDIANA STATE TEACHERS COLLEGE

Division of Teaching

EVALUATION OF SUPERVISED TEACHING EXPERIENCE

Student Teacher _____ Course No. _____ Date _____ Grade _____
 Subject _____ Grade Level _____ School _____ City _____

A. Extent of contact with student teacher.

1. The student teacher was under my supervision during the quarter for: (Underline) one class per day; two classes per day; half day; full day; other
2. I observed or supervised the student teacher in: (Underline all that apply) classroom; laboratory; shop; gymnasium; study hall; playground; auditorium; hall duty; cafeteria; extra-curricular activities; school party; faculty meeting; P.T.A.; other.....

B. Based on your contacts with the student teacher, evaluate the following: (Check each item in one column only.)

	Outstanding	Good	Needs improvement	No data available		Outstanding	Good	Needs improvement	No data available
PERSONAL CHARACTERISTICS									
Emotional stability					Helps students learn to assume responsibility				
Professional interest and enthusiasm					Helps students learn to work together				
Poise					Comprehends subject matter in teaching fields				
Pleasantness					Selects and organizes a variety of materials				
Appearance					Recognizes importance of general education				
Voice					Adjusts to maturity level of students				
Use of English					Keeps adequate records and reports				
Sincere liking for children					OTHER UNDERSTANDINGS AND COMPETENCIES				
Expresses ideas effectively					Works well with adults				
Reacts favorably to criticism					Works well with students				
Assumes responsibility					Works well with groups				
PROFESSIONAL COMPETENCIES					Understands purposes of education				
Utilizes available facilities					Possesses a foundation of general education				
Helps students clarify purposes					Understands child growth, development, learning				
Helps students feel secure and useful					Provides for individual differences				
Helps students develop skills for living					Understands importance of purposeful behavior				

C. Outstanding strengths of student teacher.

D. Outstanding weaknesses of student teacher.

E. Comment on the student's professional philosophy, attitudes, and understandings: Does he understand the crucial role schools play in maintaining and extending the democratic way of life? Does he try to develop those values, habits and skills necessary for our democratic society? Does he use the scientific method?

(Use reverse side of this sheet for additional comments on items A, B, and E above.)

SUPERVISING TEACHER (Signed) _____

DIRECTOR OF SUPERVISED TEACHING (Signed) _____

PROGRESS REPORT FOR STUDENT-TEACHERS

(Reports properly filled out should be turned in to the office of the Director of Teacher Training after the student-teacher has taught a lesson or after he has taught a complete unit.)

Name of student-teacher _____ Date _____

Approximate Grade _____

Rating Based on Teaching
Good Fair Poor

I. Lesson Planning

1. Aims and objectives
2. Use of instructional material
3. Use of supplementary material
4. Material adapted to plan
5. Intelligent selection of methods and procedures
6. Presentation of materials
7. Motivation
8. Assignment
9. Testing and procedure
10. Drill and Review
- 11.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

II. Scholarship

_____	_____	_____
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III. Insight Into Pupil Activity

_____	_____	_____
-------	-------	-------

IV. Questioning

1. Stimulating mental activity of the pupils
2. Sequence of questions
3. Group response
4. Handling of unsatisfactory response
5. Stimulating pupils to ask questions
- 6.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

V. English

1. Vocabulary
2. Pronunciation
3. Enunciation
4. Sentence structure
5. Definiteness and clarity
6. Voice
7. Good grammar
8. Use of unnecessary parenthetical expressions

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

VI. Initiative and Resourcefulness

_____	_____	_____
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		<u>Rating Based on Teaching</u>		
		<u>Good</u>	<u>Fair</u>	<u>Poor</u>
VII.	Discipline			
	1. Control of Physical conditions of classroom	_____	_____	_____
	2. Pupil control	_____	_____	_____
	3. Routine work	_____	_____	_____
	4.	_____	_____	_____
VIII.	Industry			
	1. Vitality	_____	_____	_____
	2. Work Habits	_____	_____	_____
	3.	_____	_____	_____
IX.	Courtesy and Tact			
	1. Poise	_____	_____	_____
	2. Sense of humor	_____	_____	_____
	3.	_____	_____	_____
X.	Sympathy with Pupils			
	1. Patience	_____	_____	_____
	2. Sympathy (In accordance with the student- teacher's understanding of the pupil.)	_____	_____	_____
	3.	_____	_____	_____
XI.	Personal Appearance			
	1. Clothes	_____	_____	_____
	2. Hair	_____	_____	_____
	3. Posture	_____	_____	_____
	4. Shoes and hose	_____	_____	_____
	5. Use of Cosmetics	_____	_____	_____
	6. Nervous habits	_____	_____	_____
	7. Health	_____	_____	_____
	8.	_____	_____	_____

Comments:

1. Special effort needs to be made as follows: _____

2. Greatest growth and ability has been shown as follows: _____

3. Other Comments: _____

4. Have you checked this Progress Chart against the student's Self-Rating Scale and discussed the findings with the student?

(Check the answer) Yes No

Signed _____

Position _____

Date _____

SOME SUGGESTIONS FOR SECONDARY STUDENT TEACHING

1. Your first contact should be with the principal, then with your supervisor. At a later date the superintendent will call a conference of all student teachers.
2. Most assignments have been made after careful processing extending over a period of as much as two months. You are not to consider these assignments restricted to one supervisor or one period.
3. Your supervisors will be interested to know something about you in order to use your background of experience to good advantage in the classroom. The following information would be helpful: hobbies, travel experience, special interests, experiences with children, talents, work experience, and social and recreational activities.
4. Be prompt in keeping appointments and be responsible in your attendance. Check school bulletins early in the week for changes in class schedule. You are to inform your principal or supervisor of unavoidable absences.
5. The amount of time spent on your student teaching outside the classroom depends on the nature of your background, the nature of your teaching assignment, and the enthusiasm you hold for teaching.
6. Be alert to opportunities for service.
7. Cultivate a friendly and objective attitude toward the pupils. Immature conduct is not conducive to the best professional relationships with pupils.
8. Do not hesitate to ask for help and criticism from your professors as well as from your supervisors.
9. Regard events in the classroom and the personalities of the children as confidential. Discussion should be restricted to the professional conference.
10. Keep an account of the experiences you have in student teaching. Evaluate those in regard to their contribution toward your success in teaching. Include out-of-class as well as in-class experiences.
11. Keep a record of some of the plans you made, materials you assembled, supervisory criticisms of your work, and other evidence of your professional competence.
12. Remember the importance of professional reading. Get better acquainted with the professional periodicals in your fields.
13. Observe conventions of dress and manners consistent with school policy and to your position as a teacher.
14. Show your appreciation for the opportunities which have been provided for you by the college, the cooperating school, and the community.
15. You are about to assume the status of fellow-teachers. How well you assume the responsibilities inherent in this position will determine the extent of your own personal development. Of even greater importance is the extent of your influence on the development of your pupils. If your approach to student teaching is positive the results of your efforts will be pleasing to you, to your pupils, to the community, and to the university.

WHAT IS EXPECTED OF STUDENT TEACHERS

It may be somewhat shattering to the complacency of those who think of student teaching in the laboratory schools as consisting of a rather simple program of observation, teaching and grading papers to learn what really is expected of those who engage in this work. Below is a statement by the Iowa Commission on Teacher Education and Professional Standards listing the activities which are expected of those in training for teaching.

"During the student teaching period the student's entire time is devoted to laboratory experiences although it is sometimes necessary to include a methods course within the block of time containing student teaching. All activities of the teacher are incorporated into the student teaching program. The student assumes the responsibility for those activities as those guiding his development determine him to be ready. Those experiences include:

- 1) Planning and executing a unit of instruction.
- 2) Planning and conducting an excursion.
- 3) Selecting and using audio-visual aids.
- 4) Participating in school clubs, home-rooms, assembly programs, student council and other pupil activities.
- 5) Participating in parent meetings and individual parent conferences, as well as P.T.A..
- 6) Interpreting and using guidance materials.
- 7) Participating with faculty in committee work, general meetings, social activities and general school improvement program.
- 8) Conducting noon hour activities.
- 9) Functioning as an assistant in an administrative office.
- 10) Contacting and using available consultative services in connection with school and community problems.
- 11) Developing techniques in the teaching of communication skills at the secondary level as well as the elementary level.
- 12) Using evaluative techniques.
- 13) Recognizing and controlling physical environment in the classroom.
- 14) Recognizing and providing for individual differences.
- 15) Organizing children into small groups for effective social learning.

Care is exercised to prevent exploitation of the student. It is very easy to make the student teacher a 'chorus boy' who is responsible for the multitude of routine details such as marking papers, recording test results and cleaning and caring for equipment. While these details are necessary as a part of the experiences, sight must not be lost of the fact that the primary duty of the teacher is teaching and that it is essential for the prospective teacher to teach under supervision before he is certified.

(Dean W. C. Mongold, Upper
Iowa University)

"North Central News Bulletin"

March, 1951

NEW JERSEY
STATE TEACHERS COLLEGE
AT MONTCLAIR

September 1, 1950

To the High School Training Teacher:

The College sincerely appreciates your cooperation in our teacher training program. Your student teacher will be at the school on Tuesday, September 12, to begin an eight-week period.

The student teacher should be on hand every day from the opening of school in the morning till the end of all activities in the afternoon. At all times he should exemplify the highest professional standards of attitude and effort.

Our experience has shown us that the student's induction into the program should be gradual. As a rule, he should spend all or much of the first week observing and participating as an assistant, and should take over his classes on the last day of that week or the beginning of the second week. We have found that, unless the class periods are unusually short, three classes are the maximum number for which he should be responsible. He would teach these classes, then, for seven full weeks.

His other periods should be spent in observing and assisting---in your classroom primarily but also perhaps in other classrooms (if convenient, in both junior and senior high schools) and in extra-curricular activities, home room, and study halls. It is well for him to have some experience in all the various responsibilities of the teacher.

A member of the Integration Department and a member of the student's major department, as well as perhaps a representative of his minor department, will each visit the student teacher at least twice. Sometime in each visit the supervisor will undoubtedly want a private conference with you concerning the student teacher's work.

The following materials concerning our procedures and reports are enclosed:

1. A copy of our letter to your principal. Please note that the student teacher will spend four weeks in an elementary school.
2. Memoranda to Student Teachers. A copy of this letter is enclosed to show you the final word that we shall give the student late in January.
3. "Principles and Practices." This pamphlet tells the full story of our program as it has normally worked. At present the transition referred to in the third paragraph above has been shortened.
4. Absence Report Postcards. The student's outside activities are not to interfere with this important training period. Please inform us of all his absences.
5. Progress Report Cards. In the enclosed envelopes please send us one of these cards after the third and sixth week of the student's teaching. The supervisors on our staff also make out such reports. Suggestions made on them are read with interest and profit both by our staff and by the student teachers. (A mark of "excellent" should be given only

for highly satisfactory achievement.)

6. Final Report. A pink "Summary and Final Report Card" is enclosed. Since most students regard student teaching as the high point in their college careers, a large majority receive A's or B's. A means a final attainment of "excellent" in all or almost all respects. If the student teacher still has one or more marked weaknesses which would make you hesitate to recommend him for a teaching position, please be certain to mark him C or lower. . . This final report is never shown to the student, and he has been told not to ask you concerning its details.

If you are a new training teacher and wish a conference concerning our procedures, please let me know. If possible, we shall arrange the conference. If not, a supervisor from the College will visit your school in the first fortnight of our student-teaching period.

We appreciate this opportunity for a young teacher to have the benefit of your example and advice, and we trust that you will get a personal satisfaction from this experience. Please do not hesitate to write us at any time for any information or assistance which we can give you.

Cordially yours,

Mowat G. Fraser
Head of the Integration Department

HANDBOOK FOR THE STUDENT TEACHER
AND THE SUPERVISING TEACHER

The need of integrating theory and practice in the professional education of teachers is now generally recognized. To meet this need, the School of Education of Northwestern University, in conjunction with the cooperating schools of the North Shore and Chicago, offers the course Student Teaching, Observation and Methods. (Education B21 and B22 for elementary school teachers, and B25 and B26 for secondary school teachers.) These courses provide opportunities for selected students of the University to study and observe classroom teaching in designated public schools and also to participate actively in the guidance and direction of the learning activities of pupils.

Every teacher-training institution is faced with the problem of whether to utilize the services of a Laboratory School or those of off-campus public schools in the community. The University has taken the stand in favor of off-campus schools. One reason is that the elementary and secondary schools in which student teaching is carried on are well-known for the excellence of their programs, the quality of their staffs, and their modern teaching practices. Another reason is the proximity of the University to the cooperating schools.

Students who are preparing to teach in elementary schools become assistant teachers to the regular teachers of the cooperating elementary schools. Students who are preparing to teach in secondary schools become assistant teachers to the regular teachers of the cooperating junior and senior high schools.

PURPOSES OF STUDENT TEACHING

The primary purpose of the student-teaching program is to provide the student teacher with an opportunity for further growth in an on-going school situation. The cooperating schools, in effect, constitute a laboratory in which theory is merged with practice.

The more important specific objectives are as follows:

1. To help students achieve realistic understandings of the individual child as a developing human being and to acquaint students with techniques and methods in achieving this goal.
2. To help students to understand the total organization and program of the modern school, including curricular and cocurricular offerings, staffing patterns, and services.
3. To help students gain insights into the relationship between the school and the community which it serves.
4. To provide experiences in planning learning activities and in the selection and employment of methods and materials of instruction appropriate to the varying age, ability, and interest levels of individuals or groups of pupils who are being taught.

5. To promote the professional growth of students by helping them to become familiar with appropriate professional literature, courses of study, and visual aids; and by encouraging them to solve problems which arise in the course of their student-teaching experiences.
6. To encourage students to analyze their personality patterns to the end that they will develop the characteristics which good teachers should possess: e.g., breadth of interest, sound judgment, self control, leadership, intellectual curiosity, adaptability, dependability, co-operativeness, friendliness and personal neatness.

THE ORGANIZATION FOR STUDENT TEACHING

Student teaching is an integral part of the professional preparation of teachers. Almost all states require this course for certification. Illinois, for example, requires 5 semester hours ($7\frac{1}{2}$ quarter hours) for teaching in both elementary and secondary schools.

Northwestern University operates on the assumption that average state requirements not only should be met, but exceeded. Therefore the following student-teaching programs are offered.

Regular Program -- Secondary and Junior High School

Quarter hours of credit: -- 10.

Duration: -- 2 quarters, 5 days per week, 2 hours per day in the classroom.

General comments: -- The minimum requirement of 2 hours per day in the classroom applies primarily to the more formalized type of experiences. Normally one hour is spent in the major subject-matter field throughout the 2 quarters. The second hour is usually devoted to the minor field(s), the services of the school, and counseling with the supervising teacher. Also student teachers are expected to attend one or more of the following activities, or comparable ones: PTA meetings, faculty meetings, athletic contests, teacher-parent teas, assembly programs, activity periods, homeroom programs, and various miscellaneous evening activities. Furthermore, student teachers are expected to participate regularly in one or more cocurricular activities selected on the basis of interests and abilities. All of these experiences are brought to a focus in the weekly seminar which is conducted by the university supervisor. Students in the Regular Program enroll for a schedule not to exceed 16 quarter hours. A heavier load tends to reduce the benefits which normally result from student teaching.

Expanded Program -- Secondary and Junior High School

Quarter hours of credit: -- 16.

Duration: -- 1 semester, 5 days per week, 3 to $3\frac{1}{2}$ hours per day in classroom, service, or related activities.

General comments: -- The differences between the Expanded and the Regular Program are both quantitative and qualitative. The student who is enrolled in

the Expanded Program receives more college credit and spends more time in the cooperating schools than does his counterpart in the Regular Program. Because the Expanded Program is more extensive, the student is expected to devote a larger proportion of his time to his minor subject-matter field(s), to the services of the school (guidance, health, library, curriculum laboratory, lunch-room, etc.) to the cocurriculum, to the community, and to the study of individuals and classroom management. The same restriction regarding a total schedule of 16 hours applies to the Expanded as well as to the Regular Program.

All-Day Program -- Secondary and Junior High School

Quarter hours of credit: -- 16.

Duration: -- 1 quarter, 5 days per week, all day.

General comments: -- The All-Day Program was first offered on a trial-run basis beginning with the opening of the Spring Quarter of 1951. The School of Education confidently believes that the program will be successful. Students enrolled in it will be permitted to take no additional university work during the quarter. The program is premised on the assumption that the student can best serve one master at a time, and that he will profit more greatly from a concentration on student teaching alone. The All-Day Program provides him with the opportunity to observe and participate in almost all of the activities regularly engaged in by the classroom teacher and other selected functionaries of the cooperating school. This program will be offered during the Fall and Spring Quarters only. A registrant in the Fall Quarter will be required to begin his student-teaching activities on the day of the opening of the first semester of the cooperating school. If pre-faculty meetings are held, he will attend them. A registrant in the Spring Quarter will be required to continue his student-teaching activities until the end of the second semester of the cooperating school.

Half-Day Program -- Elementary

Quarter hours of credit: -- 8.

Duration: -- 1 quarter mandatory; 2 quarters recommended.

General comments: -- In the only elementary program which is currently offered, one half day is spent in the cooperating schools -- usually in the A. M. period. Students are encouraged to report at the semester's opening for Fall enrollment and to remain until the semester's end for Spring enrollment. Students are furthermore encouraged to attend other than classroom activities, e.g., PTA meetings, parent-teacher teas, etc.

The second quarter of enrollment is always recommended in order to provide the student with experiences in two different school systems and classrooms.

Methods courses at the University are presented in the P.M. periods so as to eliminate conflicts with student teaching and to provide the opportunity for directing these courses at the practical problems which arise in the student teaching program.

All-Day Program -- Elementary

Quarter hours of credit: -- 16.

Duration: -- 1 quarter, Fall or Spring.

General comments: -- It is contemplated that an all-day program may be tried out during the year 1952-1953. If proved successful, it may become the basic program. Student teaching in the Fall will start with the opening of the semester and terminate with the Christmas Holidays; in the Spring, it will start around March 20 and terminate with the close of the semester.

METHODS USED IN THE SELECTION OF STUDENT TEACHERS

The role of the teacher in American society is an important one and should be assumed only by competent persons. Because of the importance of the teaching profession, the School of Education recognizes its obligation of selecting only well-qualified individuals for student-teaching assignments. The following standards have therefore been established:

Academic pre-requisites: The academic standards of the School of Education include a demonstrated evidence of both qualitative and quantitative proficiency in professional Education courses and in subject-matter fields.

In professional courses, a student, prior to his selection for student teaching at the secondary level, must have completed a sequence which includes American Public Education, Speech, Educational Psychology, and a methods course. At the elementary level, two methods courses are considered as pre-requisites. Ordinarily, students are required to maintain a B average in professional courses, although, on occasions, students will be accepted for teaching who closely approximate a B average provided they have demonstrated other proficiencies.

The quantitative standards for subject-matter proficiency which are considered pre-requisite to student teaching at the secondary level are a minimum of 24 quarter-hours of credit in any teaching field. In the elementary field, the student is accepted if his schedule has followed a normal developmental course including work in general education and professional education courses.

Group activities: In addition to academic proficiency, the University selects student teachers on the basis of their demonstrated interests in group affiliations of various kinds -- particularly with adolescent age groups. Activities which are considered desirable are those related to Boy and Girl Scout movements, churches and Sunday Schools, summer camps, school and community clubs, etc.

References: An important part of the selection process is an analysis of the impression the students have made on members of the faculty, employers, and other associates. Three or more references are secured on each student.

Future goals: Students are rarely selected unless they can justify a need for student teaching in the light of their future goals. The University believes that student-teaching should be one milestone along the road to a desirable professional outcome.

The interview: Interviews are conducted by selected members of the student-teaching staff with each prospective student teacher. The staff member attempts:

1. To secure pertinent information.
2. To evaluate the personality characteristics of the student-teacher candidate.
3. To furnish information to the candidate.

The interview is probably the most effective step in the selection process. Without it, the other steps are not too meaningful.

PROCEDURE IN SECURING ASSIGNMENT

A student, in order to assure assignment, should take the following action:

1. Make application for student teaching not later than the second week of the quarter prior to the one during which assignment is desired. In this regard, the student should get an application form from the Coordinator, complete it, and return it shortly thereafter.
2. Attend a group meeting of student-teacher applicants in which the Coordinator describes the program in detail, eliminates the students who have not met the quantitative academic requirements, and arranges interviews with those who have.
3. Appear for a scheduled interview and be prepared to justify his need for student-teaching in the light of his goals and to "sell" himself as a "good risk."
4. Meet with his advisor to plan his program.
5. If notified of acceptance, appear for a scheduled group meeting to visit the cooperating school in which he will teach.
6. Register for the course at the regularly scheduled time.

RELATIONSHIPS AND RESPONSIBILITIES

A. The General Relationship between the University and the Cooperating Schools.

The University, over the past several years, has made arrangements with the superintendents and principals of the cooperating schools for placement of student teachers. For the most part, these arrangements have been of an informal nature. In the last analysis, the success of the student-teaching program depends less on any agreements which have been reached than on the effectiveness of the student teachers who are placed. The basic aim of the University is therefore to select its student teachers so carefully that they will be a credit to the profession and the University and of service to the cooperating school.

In effect, the University has committed itself to:

1. Screen and select only those individuals for student teaching who can reasonably be expected to succeed in the teaching profession.
2. Place students only with those teachers who are able and willing to guide the students toward desired competencies.
3. Make representatives available to the cooperating schools to assist them in establishing and maintaining a student-teaching program which will be satisfactory to both institutions. This assistance includes conferences with administrators and teachers, planning with student teachers, observation and evaluation of their efforts, and such other professional services as may be required.
4. Carry on its program within the framework of the objectives and policies of the cooperating schools.
5. Make the services of the student teachers available to the cooperating schools on a non-fee basis.

In effect, the cooperating schools have committed themselves to:

1. Accept only those student teachers who can be absorbed in the system and who can reasonably be expected to assume their roles as professional teacher candidates or candidates for related professions.
2. Provide the student teachers who have been selected with those experiences which will be conducive to professional growth and development. These experiences should reasonably include an orientation to the personnel, policies, and program of the school, guided observation in the classroom, an opportunity to apply theory in a teaching situation, an overview of the services and other outside-the-classroom activities, and an evaluation of the efforts of the student teacher.
3. Discuss major problems with the University representatives to the end of arriving at mutually agreeable solutions.

B. The Relationships of the Student Teacher to the Supervising Teacher.

When the student teacher enters the classroom, he and the supervising teacher assume certain responsibilities as co-workers. The student teacher should consider himself as a responsible member of the staff and not as a pupil who acts only when directed. He should ever be cognizant of the fact that his first responsibility is to the supervising teacher and that he should look to this individual for guidance. Whatever help he receives from the University Supervisor will be directed toward making the relationship with the supervising teacher a better one. The supervising teacher should reasonably expect the student teacher to conform to the following behavioral pattern:

1. He should reveal a natural interest in all pertinent phases of the school program. This interest should permeate all of his personal and professional relationships at the school.

2. He should be friendly and cooperative. These traits should mark his relationships with both the student body and faculty.

3. Above all, he should be an individual who will accept responsibility and follow through on obligations which he assumes. After a period of observation, he will be called upon to perform certain classroom duties. Later the supervising teacher will entrust the class to him first for a limited and then for a more extended period. These responsibilities obligate him to be well groomed, punctual, reliable, organized, and forceful.

4. His knowledge of subject-matter must be sufficiently comprehensive to enable him to administer to the needs of pupils. This knowledge should be broad and well organized, not narrow and text-book centered. In particular, he should be able to adapt it to the age level of the group with which he is working.

5. He should have a reasonable understanding of people and their behavior. Without such an understanding, he will be doomed to failure as a teacher.

6. He should be a careful observer of the methods of teaching employed by the supervising teacher. In addition, he should avail himself of opportunities to try out other methods under the guidance of the teacher.

The student teacher should follow certain routine procedures. He should:

1. Report to his assigned classes with the same regularity as would a member of the staff. If he is ill, he should inform the school of that fact. He should always be on time and report to his classes before the pupils enter the room -- with his hat and coat disposed of and his materials at hand.

2. Read all faculty bulletins; understand such routine as time for bells; inform himself concerning such matters as the marking system, courses of study, the advisory system, etc. He should learn how to keep grade books and attendance. Even though many of these procedures vary from school to school, he will profit by understanding them in, at least, one good school system.

3. Be expected to attend classes during final examination week except when examinations in other subjects conflict.

As regards the relation of the student teacher to his assigned grade or class, the following comments are believed to be apropos:

1. Certain routine duties may well be assigned to the student teacher from the beginning. He may keep the roll, record grades from papers, check excuses, and do any other clerical work which occurs in connection with the class. He should see to the correct lighting and ventilation of the room. If the regular teacher prefers to have student management, the student teacher may see that the proper students are appointed. He may keep such supplies as paper, extra pencils, and chalk at hand. Experience in seeing that the class is in order and pupils are ready for work is a good preface to actual teaching, and is helpful in giving confidence to the new teacher.

2. The student teacher may be expected to perform certain duties which are really instructional from the first. It is his privilege as well as duty to do

these. Many such duties may be classified as preparatory to actual classroom direction.

- a. Grading papers. The student teacher should grade papers at least until his grading becomes reliable. If he is assigned to an advanced course, he should be permitted to grade some papers for less advanced courses so that he will not develop an exaggerated idea of what a pupil can do. Beginning teachers tend to teach over the heads of their pupils, and the suggestion here is given as a device for preventing such error. In the elementary school the student is more frequently called upon to assist children as they write rather than to correct papers after they are written. The emphasis is placed on helping the child to communicate his ideas. The student teacher needs to adapt himself to the individual needs of the children as well as to the teacher's plan of procedure at such times.
- b. Making assignments in the high school. He should announce assignments and discuss returned papers, thus gradually preparing himself for full period teaching. Unless the assignments always develop during the recitation, he should have this experience before his actual teaching begins.
- c. Preparing lessons. He should prepare lessons daily. He should prepare sufficiently so that he can take the class during any emergency which calls the teacher away, or so that he can contribute to the teaching. A visitor is seldom a neutral person; either he is an assistant giving life to the class, or he is a cold observer taking from the pupils. The student teacher should be the first.
- d. Preparing classroom or instructional materials. He should write out detailed plans for each lesson taught. In cases where the situation does not appear to necessitate formal planning, the student teacher will not be expected to write lesson plans. The regular teacher decides all such requirements.
- e. Full-period teaching. Since the student teacher is preparing for teaching, he should have experience in taking full responsibility for class periods. The frequency of full-period teaching cannot be stated arbitrarily, but will depend upon such factors as the ability of the student teacher as shown by his mastery of the subject and his skill in directing pupils, and upon the general adaptability of the student teacher to the teaching situation. In some subjects such as art and shop work, the instructional activities will be largely individual in character.

C. The Relationship of the Supervising Teacher to the Student Teacher.

The supervising teacher should regard the student teacher as a professional co-worker in need of friendly help and guidance. Recognition should initially be taken of the fact that a beginning student teacher is in a psychological environment which is somewhat new and strange. He (or she) is unacquainted with

the school, its personnel and policies. He is uncertain of his status and, unless given friendly counsel, will not reap the benefits of the student-teaching experience. Even after a period of orientation, he will still have to look to the supervising teacher for assistance. Because of the strategic position of the supervising teacher, the University is conscious of the fact that it must work closely with him (or her) in its program of teacher education. In the following are listed the procedural steps which, in the past, have led to effective growth on the part of the student teacher and to the greatest benefit on the part of the supervising teacher. The latter:

1. Greets the student teacher and lets him (her) know that he is welcome.
2. Introduces him to the class as a co-worker, and to other functionaries of the school as occasions warrant.
3. Seeks occasions to help him become oriented to the program, facilities, and policies of the school.
4. Arrives at a working agreement with him as to how their mutual efforts can best be coordinated. Inasmuch as student teachers are usually hesitant to ask for a clarification of their status, their doubts should be removed by a frank discussion of duties and responsibilities.
5. Reaches an agreement with the student teacher on a program which will lead to desired competencies, e.g., length of the period of observation and its outcomes, outside preparation of lessons and units, amount and quality of direct participation by the student teacher, etc.
6. Sets aside certain periods of time for counseling with the student teacher.
7. Evaluates the performance of the student teacher on a continuing basis and makes a quarterly evaluation on forms provided by the University; in addition, discusses any pertinent problems with the University Supervisor.

D. The Role of the University Supervisor

The University Supervisor will serve in a liaison capacity between the supervising and the student teacher. He will visit classes as often as possible, discuss problems of mutual concern with the supervising teacher, and take action on suggestions which are mutually agreed upon. In addition, he will hold regularly scheduled seminar meetings with student teachers and counsel with them privately on individual problems. After conferring with the supervising teachers, he will recommend to the Coordinator of Student Teaching grades for each of his students.

E. The Role of the Coordinator of Student Teaching

The Coordinator of Student Teaching will act as a general coordinator of the entire program of student teaching. He will receive applications for student teaching and in consultation with University Supervisors will determine eligibility for this work. He will constantly study the program of student teaching from the standpoint of the public schools and the University to the end that it may be mutually beneficial.

ACTIVITIES INVOLVED IN STUDENT TEACHING

Student teachers are exposed to a wide variety of experiences. In most instances, those who engage in the largest number of activities receive the greatest profit from the program. Some of the most important of the activities and experiences are the following:

A. In the School Proper

1. Becoming acquainted with the policies of the school as regards, e.g., homework, accessibility of personnel records, smoking, visiting pupils' homes, grades, etc.

2. Becoming acquainted with the program of the school, e.g., the various curricula, cocurricular offerings, services, etc.

3. Becoming acquainted with selected members of the school staff, particularly those with whom the student teacher is associated in any way.

B. In the Classroom

1. Becoming familiar with the pupils in the class and with the behavioral patterns of boys and girls of the age level taught, e.g., abilities, interests, personalities, physical characteristics, and needs.

2. Becoming acquainted with the philosophy and standards of the supervising teacher.

3. Becoming familiar with such routines as attendance procedures, keeping grade books, making out reports, etc.

4. Learning how to observe specific phases of classroom activity, e.g., handling discipline, making assignments, controlling light and heat, using visual aids, etc.

5. Identifying and evaluating teaching methods used by the supervising teacher and trying out other methods previously approved by the supervising teacher.

6. Directing learning activities of individual pupils, groups of pupils, or the entire class.

C. Outside the Classroom

1. Preparing daily assignments.

2. Preparing lesson and unit plans including objectives, outlines, illustrations, methods, and evaluations.

3. Grading papers, preparing or arranging for visual aids, making seating charts, etc.

4. Becoming familiar with the professional literature, educational periodicals, items of local interest, etc.

5. Understanding the nature of the community in which the school operates.
6. Becoming familiar with the service departments of the school -- library, health, guidance, lunch-room, etc.
7. Becoming familiar with and participating in appropriate cocurricular activities.
8. Interviewing pupils.
9. Exchanging ideas with the supervising teacher and the university supervisor.
10. Engaging in a wide variety of learning experiences which are accessible to the interested and imaginative student teacher. In the past student teachers have engaged in experiences such as the following:
 - a. Spending an entire school day with a given group of children.
 - b. Spending an entire school day with one teacher, going through her entire schedule with her.
 - c. Studying the curriculum as it is planned for various age and ability groups.
 - d. Attending P. T. A. meetings, study groups, school parties, and teachers' meetings.
 - e. If permitted, studying the folders or cumulative records of individual students which are kept by teachers or in central files.
 - f. Keeping class informed about lectures, concerts, movies, and other developments in the school and community.
 - g. Assuming responsibility for a bulletin board.
 - h. Visiting the special facilities or departments of the school, such as the office, the art, craft, and music departments, the visual aids room, and the bookstore.
 - i. Locating books for particular pupils with specific reading interests or abilities.

D. In the Weekly Seminar

1. Presenting for discussion the more difficult problems which he has had to face in the student teaching program.
2. Contributing to the discussion of problems of others.
3. Arranging for interviews with the University Supervisor.
4. Serving on committees which have as their purpose the enriching of the total program.

5. Working with the group on such mutually shared projects as revising the Handbook, arranging for outside speakers, etc.

E. Experience Records

The student should keep a systematic record of experiences during the entire period of student teaching. This record may be in the form of a daily log in which are recorded significant things learned, problems encountered, lesson plans, and personal reactions to teaching situations.

At the nursery or elementary-school level, the written record may take any one of the following forms in detail or may be a composite of several: (a) anecdotal record of one aspect of growth of entire class; (b) anecdotal record of several children's all-round growth; (c) statement of one or several significant problems faced by the student teacher, and an analysis of the problem and the resolution of it; (d) a daily log of teaching experiences with emphasis on the student-teacher's personal reactions.

A folder of materials, publishers, addresses, etc., which would be of help to the prospective teacher, ought to be compiled by every student teacher.

SOME CHARACTERISTICS OF A SUCCESSFUL STUDENT TEACHER

1. Ability to enjoy boys and girls of school age. Some student teachers enjoy and get on well with very young children and others with adolescent youth. Some do not really enjoy association with children of any age. A primary requisite of any successful student teacher is that he enjoy work with the age group he teaches.

2. Respect for all pupils regardless of differences in intelligence, religion, race, or economic status. This characteristic is essential to all teachers. It necessitates a sympathetic, understanding attitude toward each and every pupil.

3. An experimental attitude of mind. This is the problem-solving attitude. It requires the searching for improvements as regards purposes, subject matter, and methods.

4. A cheerful and buoyant personality. A good teacher should be able to encourage and inspire pupils with a hopeful attitude in personal and social relationships as well as in relation to problems and difficulties.

5. Resourcefulness in new and challenging situations. A teacher may have an experimental attitude and cheerful disposition and yet not be able to coordinate his abilities and knowledge as problems arise. Resourcefulness presupposes quick and courageous coordination in meeting new and challenging situations.

6. A cooperative attitude toward pupils, fellow teachers, and parents. The job of teaching requires cooperative effort of all those involved in the educational process in the solution of common problems.

7. The quality of intellectual honesty. This quality is undoubtedly a requisite in achieving the characteristics already listed. It is, however, so

important that it should be listed as a distinctive quality. It is the anti-thesis of self-delusion, of willful or inadvertent misrepresentation in dealing either with ideas or with people.

8. Control of one's emotions. Successful personal relationships can be achieved only through control of one's emotions in many difficult and trying circumstances. A teacher will necessarily have to face many such situations. His control of his emotions should serve as an example to the pupils with whom he works.

9. A desire to grow professionally. Teachers must be dynamic individuals with high standards toward which they aspire. Growth cannot be dissociated from a sincere desire for growth.

SUGGESTIONS TO THOSE WHO WISH TO OBSERVE CLASSES IN SCHOOLS

In addition to the daily work in the classes or grades to which student teachers have been assigned, many opportunities will be provided for visiting classes in the same school or in other schools. School officials and instructors have assisted in preparing the following list of suggestions for guiding these observational activities.

1. The student should be prepared for the observation; that is, have clearly in mind what he is to look for, have preliminary information about the school.

2. Individuals may usually visit schools without making prior arrangements. In case of group visitation (from 6-18) the instructor will make prior arrangements with the principal of the school.

3. Students are to use visitation permits to identify themselves at the principal's office before visiting classes. The permit should be retained throughout the year but it should be countersigned by the principal's secretary each time a school is visited. (Permits may be obtained from your University Supervisor)

4. Be prepared to state to the principal or secretary of the school the specific class, type of work, or grade level you desire to observe.

5. If given opportunity, introduce yourself to the teacher and ask permission to observe. On leaving it is a matter of courtesy to thank her for the privilege of visiting the class, unless this action would interrupt work.

6. Many teachers will be glad to discuss their work with you at the end of the session or when they are not actively engaged with the children. Let the teachers' actions be your guide. Be interested but do not offer critical suggestions.

7. No more than three persons should plan to visit a class at the same time. Some schools permit only one. (See directory sheet and special information.) Too many observers at the same time create an unnatural class situation.

8. It is wise to avoid moving about, laughing, or whispering. Try to see and hear everything but remain as inconspicuous as possible.

9. Discourage advances of children and refrain from such action which might lead them to "play the grandstand." Avoid comments about them in their hearing or laughing at them.

10. In visiting high schools or departmental schools plan to enter a room at the opening of the class period and if possible stay through the entire period or longer.

11. In elementary schools, schedules make it difficult to enter and leave between classes. If classes are in session, enter and leave quietly but plan to remain with the class at least an hour.

12. Note taking during observation is discouraged. Jot down the important points at your earliest convenience after the observation.

13. Unless school officials suggest otherwise, take your wraps with you when you go into classrooms. Most schools having cafeterias are willing to have you use these facilities.

14. It is not considered ethical to gossip about school officials, teachers, pupils, or the schools. The schools are our hosts; our purpose is to observe and learn, not to criticize particular schools.

15. In visiting classes try constantly to integrate your observational experiences with your own conceptions of sound educational theory. Note instances in which teaching practices are in harmony with our emerging philosophy of education and modern psychology as well as possibilities for improvement.

New Jersey State Teachers College at Paterson
Business Education Department

PRACTICE TEACHING DATA
(Print or Type)

STUDENT _____
 HOME ADDRESS _____
 HOME TELEPHONE _____
 HIGH SCHOOL _____
 ADDRESS _____
 TELEPHONE NUMBER _____
 DIRECTIONS _____

 PRINCIPAL (Full Name) _____
 HEAD of BUSINESS DEPARTMENT _____

COOPERATING TCHRS. (Full Names)

SUBJECTS

COLLEGE SUPERVISOR _____

PROGRAM SCHEDULE

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Time								
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

Note: Circle subjects you are now teaching or indicate dates when you expect to teach each subject.

SCHEDULE VARIATIONS: Assemblies, Homerooms, Activities Periods, etc.

OTHER COMMENTS:

STUDENT-TEACHER'S REPORT

Name of Student-Teacher _____ Name of Training Teacher _____

(Leave this report with your training-teacher at the close of each week. At the close of the quarter leave this report with the director of teacher-training.)

Part I.

Check in the correct spaces the experiences you have had.

	1st wk.	2nd wk.	3rd wk.	4th wk.	5th wk.	6th wk.	7th wk.	8th wk.	9th wk.	10th wk.	11th wk.	12th wk.
Observation of Class work and other activities												
Participation in instruction.												
Full teaching responsibilities.												
Securing and arranging materials of instruction												
Care of room and equipment.												
Participation in extra-instructional activities												
Other activities and experiences in student-teaching program.*												

*List in Part II.

Part II.

Write out in paragraph form an account of your student-teaching activities and experiences that cannot be adequately report under Part I. Briefly tell what you did during the week. What problems did you encounter or do you anticipate? What occurred during the week that was profitable to you? What occurred that was not profitable? (Feel free to write up your account in your own way.)

First WeekSecond Week

Third Week

Fourth Week

Fifth Week

Sixth Week

Seventh Week

Eighth Week

Ninth Week

Tenth Week

Eleventh Week

Twelfth Week

STATE TEACHERS COLLEGE
TRENTON, NEW JERSEY
Department of Business Education

Superintendent _____ Date _____

School System _____

The Name(s) of the student(s) submitted for approval and subjects desired by each follow(s):

<u>Prospective Student Teacher(s)</u>	<u>Subject Preference</u>
.....	(
	(
	(
	(
	(
	(
	(
	(
	(
	(

The student(s) will report on September 14, 1942.

NOTE: PLEASE SAVE THIS UPPER SECTION FOR YOUR RECORDS
Tear or Cut Here-----Tear or Cut Here

NOTE: PLEASE RETURN THIS LOWER SECTION TO:
Mr. Forrest A. Irwin, Head, Department of Education, State Teachers College, Trenton, New Jersey.

It will be possible ^{impossible} for our school system to accept the student teacher(s) of the Business Education Department, the first quarter, September 14 to November 6, 1942.

If the above question is answered affirmatively, please supply the following information:

1. The student(s) should report on September 14, 1942 to:

Name _____ Position _____

School Address _____

2. The college should send information about the student teacher and the student teaching period to (check): Superintendent____; Principal____; Head Business Education Dept.____; Training Teacher(a)____; whose name and address (if not as above) is:

Name _____ Address _____

3. Do you wish to have a copy of the "Mid-Quarter Report" and the final rating blank, "Evaluation Sheet for Student Teaching," prepared by your training teachers, sent to you for your files?

Yes ____ No ____.

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
Department of Business Education
Observation report - Practice Teaching

Student _____ Date _____ School _____

Subject _____ Type of Lesson _____

Check List

Criticism and Suggestions

THE LESSON

Connection of new lesson
with previous learning _____
Steady progress _____
Prompt attack _____
Economy of time _____
Definite aim _____

QUESTIONING

Thought provoking _____
Sustained answers _____
Well distributed _____
Clearly stated _____
Repetition avoided _____

CONCEPTS CLINCHED

By illustrations _____
By application _____
Individualization _____
Resume, summary of lesson
or generalization _____

NEW ASSIGNMENT

Definite, motivated _____
Well timed _____

CLASS

Attentiveness _____
Activity, interest _____
Self-control _____
Use of English _____

TEACHER

Appearance _____
Manner, voice _____
Vitality _____
Use of English _____

GENERAL CONDITIONS

Light, books, boards _____
Ventilation, floor _____
Illustrative material _____

APPLICATION FOR DIRECTED TEACHING

FORT HAYS KANSAS STATE COLLEGE
HAYS, KANSAS

Name			
Last	First	Middle	

Home address _____ Tel. _____

Hays address..... Tel.

Date of application..... Date of Training.....

(To be filled out by Director)

Assigned to Coöperating School.....

Department.....

Course or Level..... Teacher.....

Course or Level.....	Teacher.....
----------------------	--------------

Course or Level	Teacher
-----------------	---------

Department

Course or Level..... Teacher.....

Course or Level	Teacher
-----------------	---------



INFORMATION FOR THE APPLICANT

Each applicant for Directed Teaching is required to fill out this application blank and file with the Director with whom he expects to take his Teacher Education. It will be read by the Director and the Superintendent, Principal, and Cooperating Teachers of the school to which assigned, after which it is returned to the office of Director for permanent filing.

It is needless to advise the necessity of giving the information herein accurately and completely since it is the applicant's introduction to the people with whom he will work. Typed information is best but handwriting will be accepted. Elementary teachers are required to fill out blank in own handwriting.

Applicants whose grade index is below 1.0 cannot be accepted.

PERSONAL INFORMATION

PHOTO

It is highly desirable that the applicant's photo be an integral part of this application, not only for present use but as a reference after the applicant has left the college.

1. Name Last First Middle

2. Home address Tel.

3. Hays address Tel.

4. Date of birth Year Month Day

5. Height Weight

6. Marital status Children Number

7. Religion Do not leave blank

8. Condition of health past two years

9. Describe physical defects

10. Membership in civic organizations

11. Membership in Honorary Fraternities

12. Membership in Social Fraternities

13. Tell of your extent of travel

EDUCATIONAL AND PROFESSIONAL INFORMATION

14. Candidate for Degree Name of Degree Date

Certificate Name of Certificate Date

15. Total sem. hrs. Grade point average including all courses taken including this semester previous to this semester

16. Major hrs.; Minor hrs.; Minor hrs. Include courses of this semester.

INSTITUTIONS ATTENDED

17.	Name and location	Time spent	Dates	Unit or Sem. hours	Diploma Certificate Degree	
					Name	Date
	High School					
	College or Univ.					
	Graduate work					
	Special work					

[illegible][illegible]

ACCOMPLISHMENTS

Tell of offices held or other forms of leadership in which you have served, including High School, College, Church, Civic and Social Organizations:

This section affords an opportunity to tell something about your experiences that do not fit into the "check spaces" provided above. Write in conversational form what you wish to add:

[illegible]

(Try Out Form)

Student Teacher's Evaluation of Supervised Teaching Experience
Indiana State Teachers College
December, 1949

This evaluation is the outgrowth of an attempt to increase the amount of student participation in planning the supervised teaching experience. The Student Teacher's Council has had an important part in making this study.

Please give frank and honest answers. Your name is not requested. The data will not be identified with any individual student or cooperating teacher. Your cooperation will enable us to improve our student teaching program. Completed forms should be returned to the Student Teacher's Council, c/o D. N. Sharpe, Room 129, Laboratory School. Campus mail may be used.

I. Assignment to Supervised Teaching (Check)

- A. Type of school: Laboratory school _____ City High School _____
City Jr. H.S. _____ Township School _____
- B. Type of assignment: Off-campus full time _____ Three Practices _____
Double practice _____ Single Practice _____
- C. Amount of credit in quarter hours: 4 _____ 8 _____ 12 _____
- D. How methods were taken:
1. Under the new "arranged" schedule _____
 2. During the present quarter in regular daily classes _____
 3. Prior to supervised teaching _____
 4. Not yet taken _____
 5. Other _____
- E. Average Number of hours per day spent in school _____.
- F. Number of visits to your class made by the Departmental Supervisor of the college _____.
- G. Number of conference held with the Departmental Supervisor _____.
- H. Number of minutes or hours spent discussing your teaching with the cooperating teacher _____.
- I. Other regular assignments (i.e., study hall, noon duty, etc.)
- J. Extra-class participations (i.e., school parties, athletic events)

K. Contacts with parents: (Group or individual)

L. Contacts with members of community:

II. Instructional methods you most commonly used in your student teaching experience (check all that apply).

- _____ 1. I followed the methods used by the cooperating teacher.
- _____ 2. I was discouraged from using so-called modern methods.
- _____ 3. I was urged to try out some new techniques and methods.
- _____ 4. I was told that the administration or the school patrons would not approve of any change in the instructional methods.
- _____ 5. The cooperating teacher and I discussed the possible ways of creating a meaningful learning situation.
- _____ 6. I taught the way I had been taught in high school.
- _____ 7. I taught the way I had been taught in college.
- _____ 8. Other _____

III. How often did you use the following teaching devices when you were responsible for teaching the class?

Frequently Occasionally Never

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Assigned study with follow-up recitation. |
| _____ | _____ | _____ | 2. Supervised study including giving help to individuals. |
| _____ | _____ | _____ | 3. Individual projects or reports. |
| _____ | _____ | _____ | 4. Group projects and culminating activity. |
| _____ | _____ | _____ | 5. A student group discussion, panel or forum. |
| _____ | _____ | _____ | 6. Laboratory experiments by students. |
| _____ | _____ | _____ | 7. Laboratory type demonstrations. |
| _____ | _____ | _____ | 8. Shop production projects. |
| _____ | _____ | _____ | 9. Full period test. |
| _____ | _____ | _____ | 10. Short tests. |
| _____ | _____ | _____ | 11. Drill and practice. |
| _____ | _____ | _____ | 12. Sound motion pictures. |
| _____ | _____ | _____ | 13. Slide film pictures. |
| _____ | _____ | _____ | 14. Dramatization (Socio-drama, radio program, etc.) |
| _____ | _____ | _____ | 15. Gave remedial type help to individual pupils. |
| _____ | _____ | _____ | 16. Other _____ |

IV. On the basis of your student teaching experience, how would you rate your own competency in each of these areas:

Out- Satis- Needs im-
standing factory provement

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Group control (discipline). |
| _____ | _____ | _____ | 2. Mastery of subject matter. |
| _____ | _____ | _____ | 3. Use of newer teaching aids. |
| _____ | _____ | _____ | 4. Providing for individual differences. |
| _____ | _____ | _____ | 5. Obtaining student participation. |
| _____ | _____ | _____ | 6. Helping students with personal problems. |
| _____ | _____ | _____ | 7. Teaching so as to contribute to the major aims of education in a democracy. |
| _____ | _____ | _____ | 8. Stimulating enthusiastic cooperation in students. |
| _____ | _____ | _____ | 9. Speaking and writing so students could understand. |
| _____ | _____ | _____ | 10. Getting along successfully with other school employees and with school patrons. |
| _____ | _____ | _____ | 11. Exhibiting sympathetic understanding of pupils. |
| _____ | _____ | _____ | 12. Teaching toward the primary purpose of improving pupil thinking and acting rather than toward merely accumulating information. |
| _____ | _____ | _____ | 13. Recognizing the crucial role education plays in society and in the lives of each individual. |

V. How much practical help did you receive from each of the following sources in developing methods and ideas about lesson planning and general teaching plans?

Much Some None

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Departmental Supervisor |
| _____ | _____ | _____ | 2. Education classes |
| _____ | _____ | _____ | 3. Methods classes |
| _____ | _____ | _____ | 4. Cooperating teachers |
| _____ | _____ | _____ | 5. College courses in comprehensive area |
| _____ | _____ | _____ | 6. Other _____ |

VI. To what extent did your student teaching experience assist you in developing the following:

Much Some Little

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. A more liberal point of view regarding social issues. |
| _____ | _____ | _____ | 2. Necessary technical knowledge and skill. |
| _____ | _____ | _____ | 3. A sound working philosophy of life. |
| _____ | _____ | _____ | 4. Skill in critical thinking. |
| _____ | _____ | _____ | 5. Ability to do original thinking. |
| _____ | _____ | _____ | 6. Improved study habits. |

Much Some Little

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 7. Skill in group processes (working cooperatively in small groups). |
| _____ | _____ | _____ | 8. A broader concept of educational problems. |
| _____ | _____ | _____ | 9. Skill in effective interpersonal relations. |
| _____ | _____ | _____ | 10. Poise, self-confidence, and balance. |
| _____ | _____ | _____ | 11. Other: |

VII. To what extent did your student teaching experience do the following?

Much Some Little

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Developed an intelligent loyalty to the democratic values. |
| _____ | _____ | _____ | 2. Strengthened my faith in the value and importance of teaching. |
| _____ | _____ | _____ | 3. Gave me a functional understanding of how one becomes the kind of person he is. |
| _____ | _____ | _____ | 4. Provided practical principles to serve as guides in my future job. |
| _____ | _____ | _____ | 5. Provided suggestive techniques and activities which I could adapt to my future job. |
| _____ | _____ | _____ | 6. Other: |

III. Your Cooperating Supervising Teacher.

A. Conferences with cooperating, supervising teacher:(Check all that apply)

- | | |
|-------|--|
| _____ | 1. Usually discussed my work before and after each teaching assignment. |
| _____ | 2. Conferred with me at least once a week regarding my strengths and weaknesses. |
| _____ | 3. Conferred with me when time could be arranged. |
| _____ | 4. Seldom discussed my work. |
| _____ | 5. Left me alone to work out my problems. |
| _____ | 6. Other_____ |

B. The cooperating teacher seemed to hold the following attitudes regarding student teaching. (Check all that apply.)

- | | |
|-------|--|
| _____ | 1. Appreciated an opportunity to help train a member of the teaching profession. |
| _____ | 2. Recognized the benefits the student teaching experience affords the student, the pupils, and the cooperating teacher. |
| _____ | 3. Felt that having a student teacher interfered with the proper education of pupils in the high school class. |
| _____ | 4. Felt that having a student teacher enabled him to do a better job of teaching or guiding pupils. |
| _____ | 5. Felt that having a student teacher was a heavy addition to a full assignment. |
| _____ | 6. Tolerated the student teaching work. |
| _____ | 7. Interested in student teaching only because of the monetary compensation. |
| _____ | 8. Other_____ |

C. What in your opinion is the attitude of the cooperating teacher to whom you were assigned toward teaching as a profession? (Check all that apply).

- _____ 1. He is enthusiastic about teaching.
- _____ 2. He is well pleased with teaching.
- _____ 3. He is satisfied with teaching.
- _____ 4. He accepts teaching with some reluctance.
- _____ 5. He is very unhappy with teaching.
- _____ 6. He is tired of teaching.
- _____ 7. Other _____

D. Personal relationships with cooperating teacher. (Check all that apply.)

- _____ 1. He took a personal interest in my professional training.
- _____ 2. He was interested in helping me.
- _____ 3. He gave help when I requested it.
- _____ 4. He was interested only in a perfunctory way.
- _____ 5. He was not interested in me or my professional problems.
- _____ 6. Other _____

E. Types of criticism given by cooperating teacher:

- _____ 1. Sympathetically pointed out my weaknesses and strengths.
- _____ 2. Identified my weaknesses or faults.
- _____ 3. Told me everything was going along fine -- didn't offer many suggestions.
- _____ 4. Indicated that I had faults but did not identify them or show me how to improve.
- _____ 5. Dispaired of my work.
- _____ 6. Other _____

F. From your observations how would you evaluate your cooperating teacher on the following competencies?

Out- Satis- Needs im-
standing factory provement

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Group control (discipline). |
| _____ | _____ | _____ | 2. Mastery of subject matter. |
| _____ | _____ | _____ | 3. Use of newer teaching aids. |
| _____ | _____ | _____ | 4. Providing for individual differences. |
| _____ | _____ | _____ | 5. Obtaining student participation. |
| _____ | _____ | _____ | 6. Helping students with personal problems. |
| _____ | _____ | _____ | 7. Teaching so as to contribute to the major aims of education in a democracy. |
| _____ | _____ | _____ | 8. Stimulating enthusiastic cooperation in students. |
| _____ | _____ | _____ | 9. Speaking and writing so students could understand. |
| _____ | _____ | _____ | 10. Getting along successfully with other school employees and with school patrons. |
| _____ | _____ | _____ | 11. Exhibiting sympathetic understanding of pupils. |

Out- Satis- Needs im-
standing factory provement

- _____ 12. Teaching toward the primary purpose
of improving pupil thinking and
acting rather than toward merely
accumulating information.
- _____ 13. Recognizing the crucial role
education plays in society and in
the lives of each individual.

IX. On the following five-point scale indicate in general, what value you received from your supervised teaching experience.

- _____ 1. Outstandingly valuable.
_____ 2. Very valuable.
_____ 3. Valuable.
_____ 4. Some value.
_____ 5. Little value.

X. Describe briefly the most satisfying experiences of your student teaching assignment.

XI. Describe briefly the most unsatisfactory experiences of your student teaching assignment.

XII. How valuable has your student teaching experience been in comparison with

1. Your other college work? _____
2. Course in education? _____
3. Best college courses? _____
4. Poorest college courses? _____

III. What personal or professional weaknesses did you recognize as a result of your student teaching experience?

XIV. What personal or professional strengths did you recognize as a result of your student teaching experience?

XV. Give suggestions for improving the student teaching experience.

XVI. Do you still want to be a teacher?

SELF-RATING SCALE FOR STUDENT TEACHERS
OF THE
EASTERN ILLINOIS STATE COLLEGE

HARRY L. METTER
DIRECTOR OF TEACHER TRAINING

This self-rating scale has been devised to help student teachers keep a check upon themselves with respect to some of the important activities, habits and abilities that are expected of them. The scale has been so arranged that the ratings may be made six times per quarter. At the discretion of the critic, fewer ratings may be decided upon. The items included in this scale are those upon which student teachers are graded. Ratings made by the student teacher may become a basis for discussion between him and his critic and thereby lead to a better understanding of a student teacher's strong points as well as of his weaknesses.

A study of the scale will help clarify to the student teacher what is expected from him even in case no ratings are made.

SELF-RATING SCALE FOR STUDENT TEACHERS
of the
EASTERN ILLINOIS STATE COLLEGE

Rate yourself A, B, C, D, or F on each of the items included in this scale. Use one column each time you rate yourself. Indicate the date when you do the rating in the proper column.

[illegible]

I. Lesson Planning.

A. Careful Selection of Aims and Objectives.

1. Are the aims of my plans consistent with the major objectives of the course?.....
2. Are the aims of my plans consistent with accepted social values?.....
3. Are the aims of my plans attainable?.....

B. Effective Use of Instructional Material.

1. Are the materials I select adapted to the aims of my plans?.....
2. Do I know where to find suitable material for class use?.....
3. Do I use supplementary material effectively?.....
4. Do I use textbooks as guides and not follow them slavishly?.....
5. Do I make use of maps, globes, pictures, slides, specimens, and other available material?.....
6. Is my plan of presentation adapted to the material I use?.....

C. Adequate Motivation Assured Through Introduction.

1. Is my introduction suited to the objectives, materials, and procedures?.....
2. Do I make adequate use of available materials to secure motivation?.....
3. Do I insure a definite pupil aim for the activities of the class period?.....
4. When I teach, is pupils' interest continuous throughout the class period?.....

D. Intelligent Selection of Methods and Procedures.

1. Do I recognize learning procedures that are consistent with my aims?.....
2. Do I recognize individual differences and adapt classroom activities to the needs and abilities of the individual pupil?.....
3. Do I use learning procedures adapted to the materials I use?.....
4. Is my class period properly budgeted?.....
5. Do I avoid wasting class time?.....

E. Clear Presentation of Materials.

1. Do I take pupils from what they know to the new or unknown?.....
2. Do I present material clearly, forcefully, and interestingly?.....
3. Do I connect the smaller divisions of the course for continuity with the larger units?.....

4. Am I resourceful in thinking of verbal illustrations within the pupils' field of experience?.....

F. Adequate Testing Procedure.

1. Do I check up on work assigned?.....
2. Do I correlate tests and my objectives?.....
3. Do my tests direct attention to important items? Are minor details recognized as such by the pupils and by me?.....
4. Do I properly utilize different test forms in testing?.....
5. Do I usually give a test when a unit of work is completed?.....
6. Do I use a test more as a basis for discovering individual and class needs and the modification of instructional procedure than for pure measurement purposes?..

G. Assignments Clear, Definite, and Workable..

1. Do I have a definite aim evident in the assignment of materials?.....
2. Do the pupils know definitely what is expected of them?.....
3. Does the assignment provide a motive for doing the work other than fear of the teacher or a low mark?.....
4. Do my assignments fit the varying abilities of pupils?
 - a. Do I assign each pupil some work that taxes his ability to the utmost?.....
 - b. Do I assign each pupil some task he can do well?..
 - c. Do I give detailed explanations to slow pupils?...
 - d. Do I give only necessary explanations to the bright pupils?.....
5. Am I critical of ineffective assignments and do I avoid the repetition of mistakes in making assignments?....
6. Do I have pupils write assignments briefly when it is desirable?.....
7. Do I duplicate assignments when possible?.....
8. Do I anticipate pupil difficulties in preparing the assignment and provide for them?.....

H. Sufficient Drills and Reviews.

1. Do I provide for frequent and varied reviews?.....
2. Do I know which concepts or skills require drill and reviews?.....
3. Do I make logical arrangements in reviews?.....
4. Do I summarize the work with the pupils?.....

II. Scholarship.

1. Do I have a broad knowledge of my subject and related subjects?.....
2. Am I accurate in the information I give pupils?.....
3. Do I know where to find material needed?.....
4. Do I have a broad range of interest?.....
5. Am I afraid to tell pupils I do not know when I don't know?.....
6. Do I avoid attempting to convey the impression that I know more than I actually know?.....
7. Do I have high standards of accuracy and thoroughness?.....
8. Do I strive to make difficulties simple?.....
9. Do I admit a change of opinion when I make such a change?.....

10. Do I correlate subject matter taught with other subjects?
11. Am I confined to my own special field for illustrations?
12. Do I seek understanding on points I do not understand?.
13. Do I try to understand my failures and seek to avoid the causes?
14. Do I show a knowledge of the basic theories of education?
15. Do I show an understanding of educational problems and modern movements in education?.....
16. Am I sensitive to the needs of the pupils and of the school in the situation in which I am placed?.....
17. Do I ask intelligent questions?.....;
18. Do I attend good musicals and entertainments?.....
19. Do I have an avocation?.....
20. Do I read good literature?.....
21. Am I interested in travel?.....
22. Do I make contacts with people of superior ability?....
23. Do I read helpful educational journals and periodicals?

III. Insight into Pupil Activity.

1. Am I sensitive and alert to the behavior of pupils?....
2. Do I modify my lesson plans on the basis of pupil reactions?.....
3. Am I able to conduct learning exercises in which the thinking of the teacher and pupils is in rapport?.....
4. Do I know the vocabulary limitations of pupils at different ages?.....
5. Am I able to locate instantly the reasons for pupil difficulties?.....
6. Do I know how to stimulate the interest of pupils?.....
7. Do I understand the physical, emotional, intellectual, and social differences between pupils at various stages of development?.....
8. Am I able to detect accurately bluffing, a desire to tease, a defense mechanism, or some other form of personality adjustment?.....
9. Do I take a scientific attitude toward pupil behavior?.....
10. Do I look for causes of undesirable behavior and treat causes, not results?.....
11. Do I have a keen sense of justice and do I not violate the pupils' sense of justice?.....
12. Do I know the proper type of learning exercises to produce the desired learning product?.....
13. Do I understand the inhibiting factors in the different types of teaching?.....

IV. Ability in Questioning.

A. Importance of Good Questioning.

1. Do I understand the importance of good questioning?..
2. Do I use the question as the most impelling of teaching devices since it calls for an overt response that cannot be ignored?.....
3. Do I use the question to call forth the response which is open to evaluation by teacher and pupils?.....
4. Do I understand the extent to which the mental activity of the pupils is revealed in their answers?.....

Date of Rating

5. Do I properly recognize the fact that answering a series of questions formulated by another person is midway between passively tracing the thought expressed by another, as in a lecture; and forging a line of thought without direction, as in independent thinking?

B. What constitutes a Good Questioner.

1. Am I aware of the fact that in order to be a good questioner it is essential to have a ready command of the subject matter, the ability to think clearly and quickly, an insight into pupil responses, a ready command of the English language, a knowledge of the principles of good questioning procedures, and a sincere attitude in seeking the answers to questions?.....

C. Stimulating Mental Activity of the Pupils.

1. Do I ask questions which call for all the mental activity of which the pupil is capable?.....
2. Do I recognize individual differences among pupils?...
3. Are my questions definite, clear, and concise?.....
4. Do I avoid following closely the language of the textbook in formulating questions?.....
5. Do I rarely ask alternating, elliptical or leading questions?.....
6. Are most of the questions I ask topical questions, or thought provoking questions?.....
7. Do I give pupils ample time to formulate answers?....
8. Do I make the question itself a contribution to the lesson, and not merely a test of past learning?.....

D. Proper Sequence of Questions.

1. Do I ask questions in proper sequence which indicates logical thinking?.....

E. Securing Group Responses,

1. Do I ask questions in such way as to secure group responses?.....
2. Do I rarely repeat a question after it has been properly asked?.....
3. Do I avoid repeating pupils' answers?.....
4. Are my questions evenly distributed among the members of the group but in no fixed order?.....
5. Do I ask the question before the pupil who is to answer it is named?.....
6. Do I only ask for concert answers when appropriate, as in drill work?.....
7. Do I allow and encourage the asking of volunteer questions when appropriate?.....
8. Do I ask questions of pupils who are having difficulty attending to the procedure?.....
9. Do I stimulate pupils to speak to the group instead of to the teacher?.....

F. Handling Unsatisfactory Responses.

1. Am I able to handle unsatisfactory responses properly?
2. Do pupils rather than the teacher evaluate answers given?.....
3. Are inadequate answers not accepted without improvement?.....
4. Am I able to teach pupils how to answers questions?.

G. Pertinent Worth While Questions from Pupils.

1. Do I welcome pertinent worth while questions from pupils?.....

V. Use of English.

A. Use of Oral and Written English.

1. Do I use good English, both oral and written?.....
2. Do I pronounce words correctly?.....
3. Do I show a command of the mechanics of English composition?.....
4. Do I spell words correctly?.....
5. Do I use a vocabulary suited to the pupils?.....
6. Do I use good diction, expression and wording?.....

B. Speaking Voice.

1. Do I have a good speaking voice?.....
2. Do I articulate distinctly?.....
3. Do I speak without appearing to make an effort to be heard?.....
4. Do I keep my voice pleasant and well modulated?.....
5. Do I understand the effect of voice upon emotional responses of pupils?.....
6. Do I adapt my voice to the circumstances and environment, size of room, size of group, etc.?.....

VI. Ability to Discipline.

A. Control of Physical Conditions of Classroom.

1. Do I give proper attention to lighting, ventilation, and heating of the classroom?.....
2. Do I induce pupils to share in maintaining an attractive and orderly room?.....
3. Do I help keep floors, desks, and closets clean?....
4. Do I help adjust physical conditions of the room to fit the physical differences of pupils; seats properly adjusted, etc.?.....

B. Pupil Control.

1. Do I try to develop desirable personal traits in the pupils?.....
2. Do I direct my classes through interests, rather than by arbitrary ruling, threats or punishments?.....
3. Do I provide sufficient opportunity for pupil activity?.....
4. Do I avoid violating the pupils' sense of justice?..
5. Do I keep the morale of the room free from cross purposes, over-fatigue, and nervous tension?.....
6. Can I enforce school requirements with ease?.....

Date of Rating

7. Do I establish and maintain respect for, and obedience to authority?.....
8. Do I gain pupils' cooperation in developing desirable attitudes of good citizenship?.....
9. Do I have the attention of every pupil before making a statement to the group or beginning any group activity?.....
10. Do I know what every pupil is doing physically and mentally in most cases?.....
11. Do I keep all pupils busy at all times?.....
12. Do I recognize that, in the main, success is a better motivating force than blame? Do I use praise and blame judiciously?.....
13. Do I recognize and use pupil successes? (Mail their letters, publish their poems, listen to their announcements, etc.)?.....
14. Do I handle student organizations effectively?.....

C. Routine Work,

1. Do I fill out reports and records satisfactorily?....
2. Do I check attendance and punctuality promptly and carefully?.....
3. Do I provide material for pupils quickly?.....
4. Do I plan details of routine in advance?.....
5. Do I have a place for everything and keep everything in its place?.....

VII. Initiative and Resourcefulness.

1. Do I try to find new and constructive ways of teaching?
2. Do I offer new plans and suggest new ways of doing things?.....
3. Do I perform activities without being told or required to do so?.....
4. Do I do creative work in lesson planning?.....
5. Do I take responsibility for getting things done?....
6. Do I have personal standards of perfection which I use to measure my work?.....
7. Do I use old materials in new ways?.....
8. Do I change original plans when occasion demands it?.
9. Do I think and make decisions in terms of reactions produced in pupils?.....
10. Do I make my plans fit conditions instead of lamenting that conditions make my plans impossible?.....
11. Am I resourceful in meeting new and unexpected situations?.....
12. Do I use to advantage every teaching situation?.....

VIII. Industry.

A. Vitality.

1. Am I at my best physically?.....
2. Do I show obvious lack of "nerves"?.....
3. Do I not show fatigue under the usual day's work?....
4. Do I not neglect relaxation and exercise?.....

B. Work Habits.

1. Do I give my best efforts to every task?.....

2. Do I place school work above social and personal affairs?.....
3. Do I make adequate preparation for teaching?.....
4. Do I begin work promptly?.....
5. Do I avoid alibis and always get my work done under all conditions?.....

IX. Courtesy and Tact.

A. Poise.

1. Do I control my temper?.....
2. Do I keep calm when routine is upset?.....
3. Do I control facial expression when it is desirable to do so?.....

B. Sense of Humor.

1. Do I smile at irregularities of the classroom when it is best to do so?.....
2. Do I turn slight disciplinary situations into jokes when it seems best to do so?.....
3. Do I appreciate a joke even at my own expense?.....
4. Do I laugh with the class over a joke?.....

C. Tact.

1. Do I avoid bragging?.....
2. Do I avoid stating opinions in a way as to antagonize?.....
3. Do I avoid answering questions abruptly?.....
4. Do I choose a mutually agreeable way of doing things?.....
5. Do I handle angry people well?.....
6. Do I settle disciplinary situations by getting Pupil's cooperation?.....
7. Do I discuss difficulties with people in such way that they think they came to the decision themselves?.....
8. Do I laugh to save a painful situation when laughing seems to be the best possible solution?.....

X. Patience and Sympathy with Pupils.

A. Patience.

1. Do I tolerate immature judgment and interest of pupils?.....
2. Am I tolerant of pupils' eccentricities?.....
3. Do I show much patience when pupils do not understand?.....
4. Do I not relinquish efforts to improve pupils with low capacities too easily?.....

B. Sympathy.

1. Do I attempt to understand home problems of the pupils?.....
2. Do I encourage pupils to tell their troubles and interests?.....
3. Do I attempt to see the pupil's viewpoint in case of discipline?.....
4. Do I sincerely try to help pupils out of their difficulties?.....
5. Do I understand the pupil's hopes, ambitions, and conflicts?.....
6. Do I relieve mental strain when a child is tired?....
7. Do I see that new pupils are made to feel at home?...
8. Do I see that no pupil is ostracized from the group for causes he cannot remedy?.....

[illegible]

1. Do I walk and stand erect?
2. Do I dress appropriately - simple, attractive, well-kept clothes in good style? (Men wear neckties and coats while teaching.).
3. Do I take pride in good appearance?
4. Do I avoid dressing the same day after day?
5. Do I comb my hair attractively?
6. Do I keep my shoes shined?
7. Do I keep skin, hands, and nails in good condition?
8. Do I bathe frequently and wear clean clothes?
9. Do I lack annoying mannerisms?

Instructions for Submitting the Final Evaluation of Student Teachers

If you share the supervision of a student teacher with one or more teachers, please confer with them in determining the final evaluation.

1. Place check marks at those points on the scale to indicate your final judgment of the student teacher's growth with respect to each major characteristic.
2. In making your judgment, consider all the items under the major characteristic so that your rating will represent an average of the items.
3. If, in your judgment, the student is very deficient in one particular item, draw a circle around that item; underline any item in which he is outstandingly strong.
4. Use the space provided at the bottom of the form to make note of any characteristics or abilities that particularly qualify or disqualify the individual for teaching. This evaluation sheet, with its additional comments, will be of great value in discussing the student teacher's work with him as he nears completion of his Student Teaching. This evaluation with its comments will also be of interest to employing officials.
5. Please submit a white copy and the yellow copy of the final evaluation form to the office of the Director of Student Teaching. One may be a carbon copy. An extra copy of the final evaluation form is enclosed and may be retained for your file.

Revised
May, 1950

STUDENT TEACHING PERSONAL DATA SHEET
Teachers College, Columbia University

1. Name _____ Major Dep't. at T.C. _____
College _____
2. Address _____ hone _____
Permanent _____
3. Home Address _____ Phone _____
4. Age? _____ Veteran? _____ Married? _____ Children? _____
5. Previous classroom teaching experience, if any: _____
6. Extent of paid employment as camp counselor, playground supervisor, tutor or similar group leadership positions: _____
7. Volunteer leadership experiences (such as scout leader, Sunday School teaching, etc., without pay): _____
8. Some additional work experiences: _____
9. What obligations and responsibilities will you carry while doing student teaching? _____ Course work other than student teaching: _____
_____ points. Part-time employment? Other? _____
10. EDUCATIONAL HISTORY: High School _____ Date of Graduation _____
College(s) Attendance Dates Major minors Degree and Dates
11. Teachers College, Columbia University: Date of Admission _____
Average Grades: A B~~7~~ B C~~7~~ C
Methods courses taken at T.C. (list descriptive titles, not course numbers). Encircle title of methods course(s) to be taken in same semester with student teaching:

12. No. of total sem. points taken at T.C. and elsewhere in field of specialization? _____
13. Special abilities, interest, hobbies, distinctions, etc. (An inventory of background characteristics that may help your cooperating teacher and supervisor to build upon strengths.) _____
14. Special disabilities, gaps in preparation, limitations which you wish to remedy or compensate, and which should be called to the attention of your supervisors for cooperation. _____
15. BIOGRAPHICAL STATEMENT: Write on back of this sheet or attach a statement that gives some indication of your community background, family background, professional ambitions or such facets of your life as will better help your supervisors to understand you as you work together. _____

PRE-STUDENT TEACHING OBSERVATION

You have been assigned to _____ at _____ School for student teaching next semester. Please arrange to observe at least once each week for the remainder of the semester. Make yourself available for conferences whenever desired by your critic teacher. The following suggestions point up various things which you may do during the present semester of pre-student teaching observation:

1. Become familiar with the course or courses of study and instructional materials for the subject or grade that you expect to teach.
2. It may be possible for you to do some pre-planning for your first unit or units. This should be done through conference with your critic teacher.
3. Observe the pupils you will teach next semester. In most cases this will not be possible. You may, however, familiarize yourself with available sources of information about pupils.
4. Observe the teaching of others. (For specific suggestions see Burr, Harding and Jacobs, p. 35).
5. Observe teacher-pupil and pupil-pupil relations.
6. Observe the administrative organization. Become acquainted with the school as a whole.

The following references will help you to become ready for your student teaching:

Burr, James B., Harding, Lowry W., and Jacobs, Leland B., Student Teaching in the Elementary School, Ch. 1-3.

Schorling, Raleigh. Student Teaching, Ch. 1.

Suggestions for the Guidance of Student Teaching. (Obtain this material from the College of Education Office).

Please keep a record of your observations and other experiences. This record will provide the basis for a written report to be prepared in duplicate, one copy for your critic teacher and one for the College of Education. These reports are due before June 3, 1950. Turn in to the College of Education Office at this time a 3 x 5 card indicating the dates of your visits to the school and the signature of the critic teacher. This card may be obtained in the College of Education Office.

(Face sheet)

:
: TYPE (Leave blank)
:
:
:
: _____

DESCRIPTION OF CASE STUDY
of
A PROBLEM IN TEACHING PROCEDURE

STUDENT TEACHER _ _ _ _ _

(Due Ask your Training-Teacher to sign here, indicating approval of the accuracy of your description.)

TRAINING TEACHER _ _ _ _ _

GUIDE FOR DESCRIPTION OF CASE STUDY

A PROBLEM IN TEACHING PROCEDURE

INTRODUCTION. The purpose of this case study is to give you the experience of treating a teaching problem in systematic fashion - in a more systematic way than is common in teaching generally. Such a study will afford you an opportunity for a deeper understanding of the cause and effect in teaching.

CAUTION. A common fault in dealing with such problems is a hasty and superficial survey of the facts, especially the doings and sayings of all concerned, this is usually the result of impatience or of failure to realize that the cause of the trouble must be found in the evidence. A cure is normally dependent upon the discovery of cause; otherwise it is purely accidental.

DIRECTIONS. Use 8½ by 11 paper. Follow the outline given below. Number the sections of your description to correspond with the numbers of the paragraphs of the outline. As the first page use the "face sheet" handed you herewith.

OUTLINE

1. What was the PRIMARY SYMPTOM? Describe the first occurrence which suggested that you were not accomplishing what you had intended. Make your description objective - not summary or inferential.
2. What were the SECONDARY SYMPTOMS? As you studied the problem further, what were the things done, said, or written which seemed out of harmony with what you expected?
3. What had been your TEACHING PROCEDURE? Describe carefully what you did in teaching, beginning far enough back to include all that seems related to the problem.
4. What help could you get from the past HISTORY of the class? What prior experiences had the class had, in this or other courses - or even outside any school which seemed related to the case?
5. What was your diagnosis? From a survey of all the evidence above, to what did you attribute the non-achievement? Remember: the cause was some part of your procedure.
6. What remedial procedure did you finally plan? Show how you justified it in advance of trying it out.
7. What happened as you tried your plan? Describe in detail, objectively.
8. What were the results? Describe the outcomes specifically. Unless your means of evaluating your results are obvious, indicate how you know what the results were.

THE UNIVERSITY OF AKRON
COLLEGE OF EDUCATION
AKRON, OHIO

November 6, 1950

Mr. H. W. Distad, Director of Student Teaching

Dear

We appreciate very much your cooperation in accepting _____
_____ for student teaching the second semester,
1950-51.

In the remaining time of the present semester the student is required to observe at least once each week. The student has been given the following suggestions concerning observation and other pre-student teaching activities:

1. Become familiar with the course or courses of study and instructional materials for the subject or grade that you expect to teach.
2. It may be possible for you to do some pre-planning for your first unit or units. This should be done through conference with your critic teacher.
3. Observe the pupils you will teach next semester. In most cases this will not be possible. You may, however, familiarize yourself with available sources of information about pupils.
4. Observe the teaching of others. (For specific suggestions see Burr, Harding and Jacobs, p. 35).
5. Observe teacher-pupil and pupil-pupil relations.
6. Observe the administrative organization. Become acquainted with the school as a whole.

The prospective student teacher has been requested to keep a record of his observations and other experiences and to submit a written report to you by January 26, 1951. He has also been requested to turn in at the close of the semester an attendance card with your signature following each visit to the school.

Sincerely yours,

H. W. Distad, Director
Student Teaching

STATE TEACHERS COLLEGE
TRENTON, NEW JERSEY

Training Teachers Cooperating with the Trenton Teachers College:

Please fill in data as suggested below and return with either your mid-quarter or final report on your student teacher to

Name _____ Position _____

Thank you.

Forrest A. Irwin, Head
Department of Education

Name _____ Date _____

City or _____ School _____

District _____

Grade or _____

Subject _____

Teaching address _____

Home address _____

Professional preparation:

Institution

Years

Certificate or degree

Teaching experience:

Position

Years

Grade or Subject

Non-school experience:

Position

Organization

Location

Years

Have you acted as training teacher before? YES _____ NO _____

For Trenton? YES _____ NO _____

2-E 140

..... School

Friday, 19.....

M

was absent as follows during the week now closing :

.....

.....
Training-Teacher

30

T E M P L E U N I V E R S I T Y

Teachers College
Department of Business Education

Report from Department Head and/or Principal

Report of Student Teacher _____

As one accustomed to evaluate the over-all contribution and general worth of business teachers, we would like to have your comments concerning the following items:

1. What over-all contribution, as distinguished from classroom activity, did this student-teacher make in your school?

2. What special contribution did this student-teacher make which you regard as significant?

3. Additional Comments:

Signature

CHECK SHEET

PERSONAL AND PROFESSIONAL QUALITIES OF TEACHERS

1. PERSONAL ATTRACTIVENESS. How favorably does the teacher impress you and others by his or her general appearance and manner? Consider bearing, posture, dress, grooming; speech and voice; energy, vitality, animation; courtesy, sincerity, poise.
2. EMOTIONAL MATURITY. To what extent does the teacher exhibit a desirable balance between emotional responsiveness and emotional control? Consider disposition, sense of humor, restraint and thoughtfulness in dealing with others, realistic evaluation of self and others, feeling of security, objectivity of interests, freedom from excessive fears and worries, warmth of feeling and expression.
3. MENTAL ADAPTABILITY. How successfully does the teacher meet new problems with intelligent planning and sound judgment? Consider alertness, open-mindedness, resourcefulness, originality, curiosity, creativeness, clarity of expression, common sense, willingness to experiment.
4. SOCIAL INTEREST. To what extent is the teacher activated by a clearly formulated social philosophy? Consider social vision, devotion to human welfare, understanding of social problems, and background of the community, insight into current affairs, practice of democracy, sense of responsibility, co-operativeness, participation in college or community activities, active citizenship.
5. LEADERSHIP. How successful is the teacher in releasing and guiding the thinking of others and in helping them follow an intelligent course of action? Consider self-confidence, ability to inspire others, ability to win respect and co-operation of others, executive ability, communication of ideas, forcefulness in speaking, expression of group purposes.
6. TEACHER-PUPIL RELATIONSHIPS. How effective is the teacher in understanding and meeting the personal and social needs of boys and girls? Consider recognition of individual differences, creation of a friendly secure atmosphere, stimulation of all-round development, mutual respect and confidence, providing a stabilizing influence, developing initiative and self-reliance, understanding problems and difficulties, promotion of desirable social organization.
7. TEACHING SKILL. How effective is the teacher in using all available resources in guiding the learning process? Consider understanding of the objectives of instruction; utilization of appropriate knowledge and experience and suitable materials, methods,

and techniques; management of organization and routine; promotion of pupil planning, thinking, problem-solving, evaluating, expressing ideas, working together; relating school and community; diagnosing learning difficulties, promotion of desirable social organization.

PROFESSIONAL ATTITUDE. To what extent does the teacher accept responsibility as a professional worker? Consider interest in the school as a whole, understanding of professional obligations, adherence to professional ethics, participation in conferences and professional meeting, desire for self-improvement, attention to records and reports, co-operation with colleagues and supervisors, parents, and pupils, fairness in criticism of self and others, professional pride.

SUPERVISOR OF STUDENT TEACHING

Reference Blank

Date_____

To the Supervisor of Student Teaching:

You are the member of the faculty who has observed this student in a classroom situation. What you have to say about him therefore will be particularly valuable for those employers who are weighing his candidacy for a position. Will you write rather fully about this candidate, particularly with reference to what situations you have seen him handle and his probable success in teaching - all in relation to his professional objective.

If you have any reservations about this candidate, please use the other side of this paper for additional private advice to the director.

Candidate's name:_____

Address:_____

Immediate professional objective:_____

Name of Supervisor:_____

Date_____

Official Title:_____

Institution:_____

TEACHING ASSIGNMENT CARD—NSTC

Date

----- has been assigned to
teach on the following dates:

Room Instructor

This card must be signed by the Student's College Supervisor
and returned to the Room Instructor before the student teaches.

College Supervisor

NEW JERSEY STATE TEACHERS COLLEGE

AT _____

CREDIT MEMORANDUM

This Memorandum may be submitted by

in lieu of the payment of tuition for one semester point in any one of the six State Teachers Colleges

This memorandum is granted because of service rendered in directing the student teaching
of _____for the period beginning _____ and
ending _____.*This Memorandum is non-transferable.*

Date _____

President.

PLAN FOR DAY'S WORK

Subject_____

Date_____

Topic_____

Objective:Activities:Advance Assignment:

Copy of the Letter Used for the Acquisition
of Forms and Materials for the Survey

December 20, 1951

Mr.
.....
.....

Dear Mr.

As part of my work on the Master's degree, I am making a survey of the organization and administration of off-campus student teaching in a select group of colleges throughout the United States by a study of the forms and materials used in this area training. Your institution is one of those selected for this survey.

I would appreciate your sending me, at your earliest convenience, materials complete that your office uses for off-campus teaching purposes. This includes forms, instruction sheets, pamphlets, etc.

May I suggest that you send them to me in care of Dr. Earl S. Dickerson, Professor in Business Education, Eastern Illinois State College, Charleston, Illinois, since he is my sponsor on this project and delivery will be more certain at his address.

I shall be very grateful for your cooperation in this project.

Sincerely yours,

Fredrick Donald Luallen